

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Antelope Valley Union High School District

CDS Code: 19642460000000

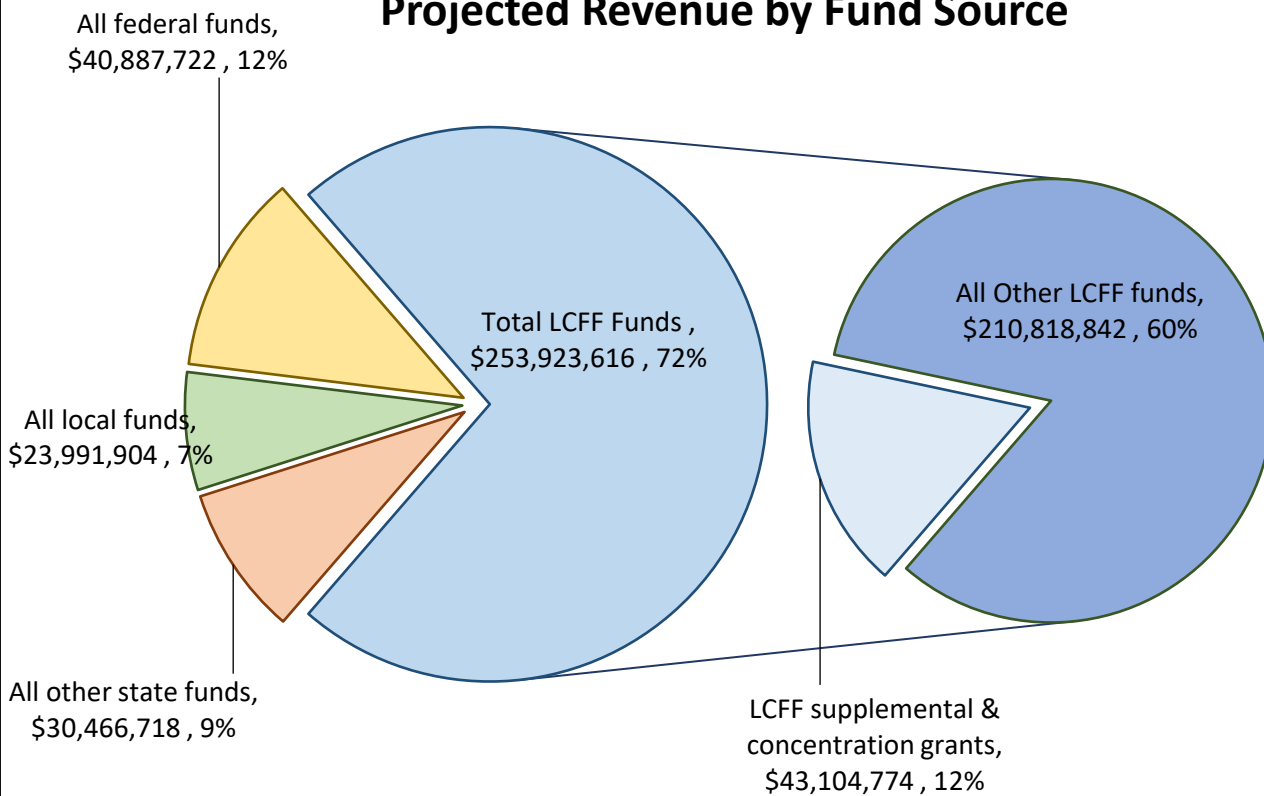
School Year: 2022 – 23

LEA contact information: William Laird, (661)948-7655 wlaird@avhsd.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2022 – 23 School Year

Projected Revenue by Fund Source

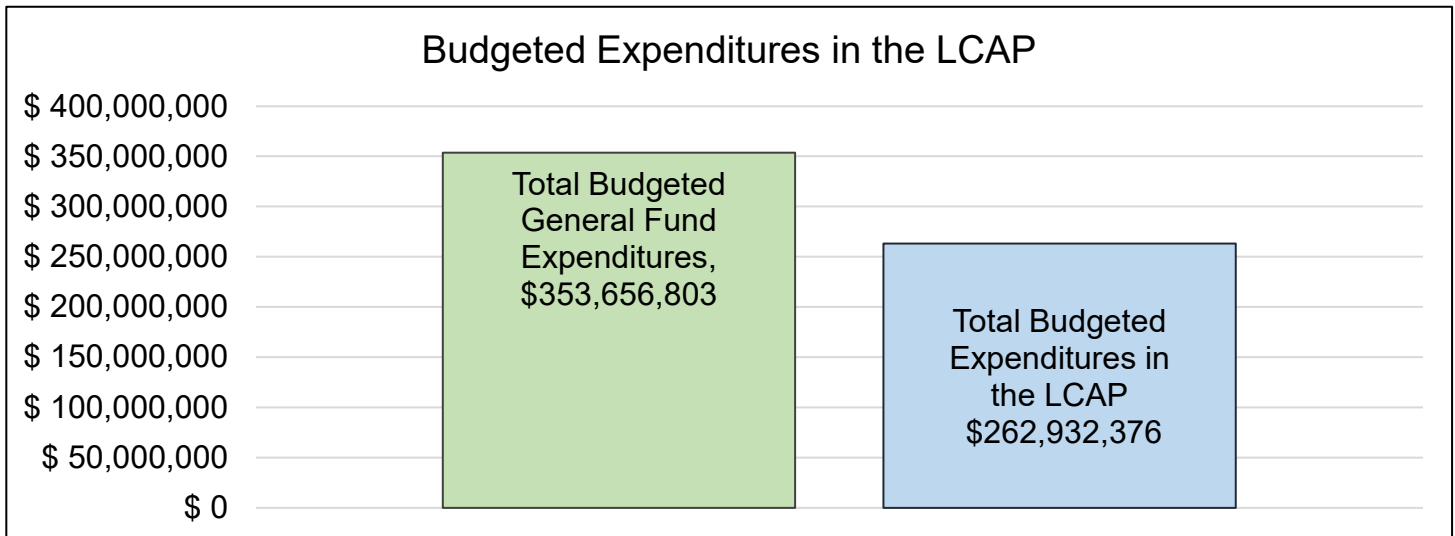


This chart shows the total general purpose revenue Antelope Valley Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Antelope Valley Union High School District is \$349,269,960.00, of which \$253,923,616.00 is Local Control Funding Formula (LCFF), \$30,466,718.00 is other state funds, \$23,991,904.00 is local funds, and \$40,887,722.00 is federal funds. Of the \$253,923,616.00 in LCFF Funds, \$43,104,774.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Antelope Valley Union High School District plans to spend for 2022 – 23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Antelope Valley Union High School District plans to spend \$353,656,803.00 for the 2022 – 23 school year. Of that amount, \$262,932,376.00 is tied to actions/services in the LCAP and \$90,724,427.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

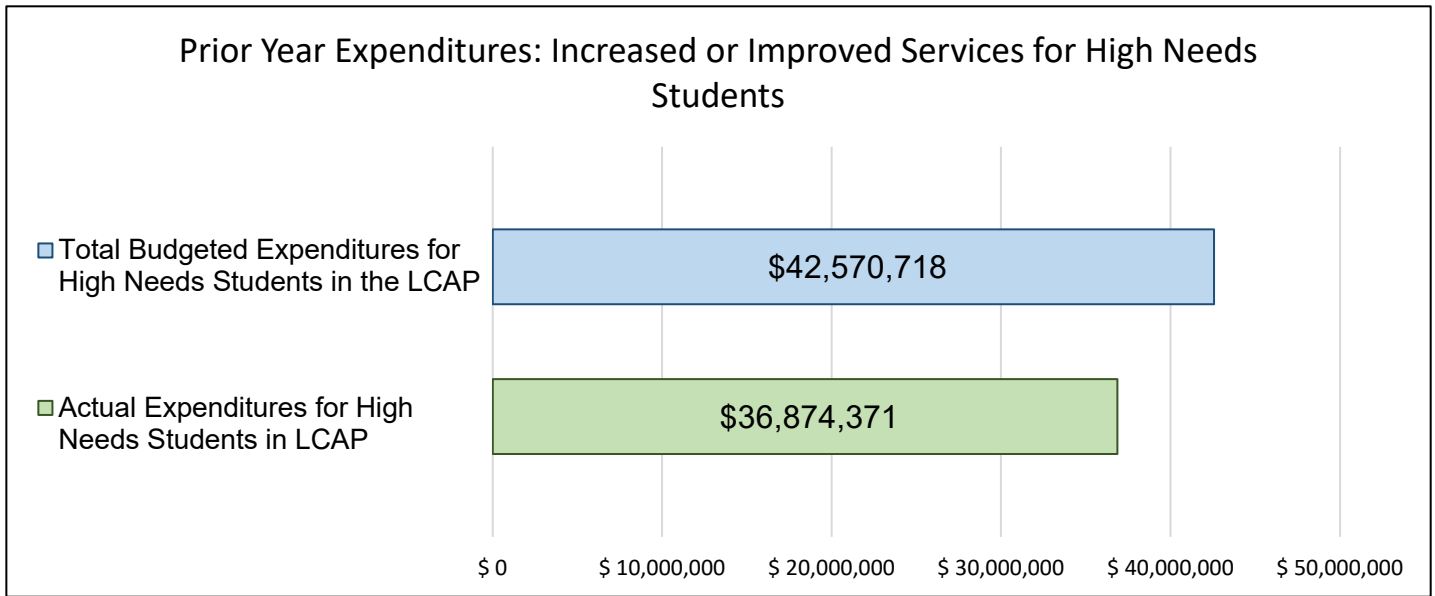
General Fund expenditures not included in the LCAP include those costs of operations and general business expenses of the District, as well as certain federal programs. These expenditures include utilities, insurance, postage, fuel, and site and district support personnel.

Increased or Improved Services for High Needs Students in the LCAP for the 2022 – 23 School Year

In 2022 – 23, Antelope Valley Union High School District is projecting it will receive \$43,104,774.00 based on the enrollment of foster youth, English learner, and low-income students. Antelope Valley Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Antelope Valley Union High School District plans to spend \$50,730,008.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021 – 22



This chart compares what Antelope Valley Union High School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Antelope Valley Union High School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021 – 22, Antelope Valley Union High School District's LCAP budgeted \$42,570,718.00 for planned actions to increase or improve services for high needs students. Antelope Valley Union High School District actually spent \$36,874,371.00 for actions to increase or improve services for high needs students in 2021 – 22. The difference between the budgeted and actual expenditures of \$5,696,347.00 had the following impact on Antelope Valley Union High School District's ability to increase or improve services for high needs students:

Planned actions for Foster Youth, Low-Income, and English Learners were implemented as identified in the 21-22 LCAP, however, due to available COVID funding and timelines, the services were provided under other funding sources. There was no impact on these targeted students as the planned services were still provided and funded through COVID funding.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Antelope Valley Union High School District	Dr. Will Laird Director I of Educational Services	wlaird@avhsd.org (661) 948-7655

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

Over the past several years, the Antelope Valley Union High School District (AVUHSD) has created a structure for providing a wide array of opportunities to meaningfully consult with and gain feedback from our various educational partner groups (formerly stakeholder groups) on our Local Control and Accountability Plan (LCAP) as well as other additional supplemental funding. Specific efforts are taken to ensure important constituencies are heard representing students with special needs, English Learners, Foster Youth, Title school populations, and other “at promise” student groups and translation services are provided at each meeting as

needed. AVUHSD continues to make a genuine effort to assure voices are heard from our educational partners throughout these meetings and will continue our outreach efforts.

Each year, AVUHSD consistently uses this structure on engagement with our educational partners that includes, but is not limited to:

- Surveys (as an example, multiple surveys were given to students, parents, and staff during the 2020-2021 school year. Due to Covid-19, we received over 49,000 responses to seven different surveys. This survey data was then shared with various educational partners throughout the year to use in the decision making process)
- Community Forums and Back to School Nights
- Title I Advisory Committees (Site based and districtwide)
- DSLT (District Site Leadership Team)
- DELAC (District EL Advisory Committee) & ELAC (Site based)
- DPAC (District Parent Advisory Committee)
- Labor groups (Antelope Valley Teachers Association (AVTA), California School Employee Association (CSEA) and SELPA.

Since the approval of our current LCAP, primarily in response to COVID, AVUHSD has received (or will be receiving) funding through the California Budget Act of 2021 such as Mega-COLA, Expanded Learning Opportunities (ELO), Educator Effectiveness Block Grant (EEBG), and the A-G Completion Improvement Grant. Utilizing the structure mentioned above, AVUHSD will be gaining valuable feedback from our educational partners that will inform and drive the decision making process in regards to our expenditure plans.

We will continue to engage in meaningful consultation by reaching out to groups, including but not limited to the ones mentioned below, to the extent that they are present or served by the LEA:

- Tribes
- Civil rights organizations, including disability rights organizations
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Within the Antelope Valley Union High School District (AVUHSD), all school sites except Quartz Hill and SOAR H.S. have an unduplicated pupil percentage above 55%. As such, the AVUHSD received \$3,911,979 of additional concentration grant funds in order to increase the number of staff who provide direct services to students.

AVUHSD is using or planning on using the additional concentration grant add-on funding received, to increase the number of certificated and classified staff who provide direct services to students on school campuses, including custodial and maintenance staff. All of the school sites (with the exception of Quartz Hill & SOAR H.S.) have enrollment of students who are low-income, English learners, and/or foster youth at a rate greater than 55 percent.

Summary of Staffing plans:

Certificated Personnel	\$2,933,984.25
Classified Personnel	\$977,994.75

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Educational partner groups past feedback overwhelmingly indicated the need to continue our broad LCAP goals as stated, from prior LCAPs, as students were making progress prior to the pandemic, and has been used in developing our ESSER III expenditure plan.

Our educational partners overwhelmingly supported efforts to address the impacts of lost instructional time and to create healthy learning spaces for students.

Specifically, educational partners identified the need to provide additional social-emotional support for students as mental health issues related to the pandemic continue to present themselves and provide barriers to student learning. The input received from all of our educational partners was consistent with the input we received for the LCAP.

In addition to our commitment to technology, access to teachers in person, opportunities to make up for lost learning, AVUHSD is also committed to providing the necessary support to effectively meet our student's academic, social-emotional and behavioral needs. Much of this is done through our School Counseling programs, Student Support Centers and through multiple opportunities for supplemental instruction and credit retrieval. Further feedback revealed the need to update our schools' doors, windows and HVAC units in order to ensure the existence of learning environments that help mitigate the spread of COVID.

The District Site and Leadership Team (DSLTL) specifically indicated that they wish to keep the LCAP goals, as stated in prior LCAPs, but requested data systems to support them as they monitor for student progress and success. The DSLTL also wanted additional support to implement Next Generation Science Standards and writing curriculum supports.

By Board Engagement – The Board of Trustees approved the ESSER III Expenditure Plan for the Antelope Valley Union High School District on October 13, 2021.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

In regards to the creation and implementation of a plan to use the funds received through the American Rescue Plan (ARP) and the Elementary and Secondary School Emergency Relief (ESSER), the Antelope Valley Union High School District focused on actions that fell into two (2) main categories:

- 1) The creation and maintenance of a continuous and safe in-person learning environment.
- 2) Addressing the impact of lost instructional time.

In order to address the shortage in staff, the AVUHSD augmented its substitute teaching program by raising the daily sub pay rate and compensating teachers at a higher rate who had to cover periods as well. AVUHSD also greatly expanded our Independent Study program to address the needs of students who chose to remain at home. AVUHSD increased its course offerings to students for repeat enrollment in order to retrieve credit. AVUHSD also addressed the physical environment by upgrading doors, windows, and, HVAC units, in order to create a safer environment as well as to mitigate the spread of COVID.

In terms of successes, we have seen a significant rise in the demand for increased opportunities for Independent Study and we have been able to meet those demands due to the additional financial support. Through the purchase of additional technology and the

ability to upgrade our physical environments, we have been able to create a much safer environment for our staff and students. The increase of the available technology in large meeting areas also allowed us to adapt to the staffing shortages by offering instruction in large spaces to multiple classes at once.

The challenges AVUHSD continues to face relate to the ongoing staffing shortages as well as providing enough support and opportunities to students who are deficient in credits and who need to get caught up due to their time on distance learning.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

In leveraging the additional fiscal resources that AVUHSD received (As outlined in the ESSER III Expenditure Plan), there were several ways in which we are able to align our current LCAP with those additional resources. Specifically, AVUHSD was able to expand its Independent Study offerings in response to the increased demand by our families. Relatedly, AVUHSD has also begun the process of selecting a universal I.S. curriculum that will help to close learning gaps and accelerate the learning of our students.

AVUHSD has also utilized the additional funding to increase the number of educational social workers in order to better provide for the academic, social-emotional, and behavioral support and needs of our students.

Another example of the alignment with our current LCAP is the investment into improving our technology capabilities so that we can offer instruction to a larger number of students when needed. Due to the ongoing staffing shortages, there has been, at times, the need to combine classes into a large area (e.g. gym, theater, library). The improved technology capabilities has allowed us to continue to deliver meaningful instruction and thus, maintain the continuity of learning.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP

- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: *“A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”*

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education

November 2021

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Antelope Valley Union High	Dr. Will Laird Director of Educational Services	wlaird@avhsd.org 661-948-7655

Plan Summary 2022-2023

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten-12, as applicable to the LEA.

The Antelope Valley Union High School District (AVUHSD) includes eight traditional and three alternative high schools, an early college high school on the Antelope Valley College campus, the charter Academies of the Antelope Valley and an adult education program. The district serves 22,000 students in the cities of Palmdale and Lancaster, and the surrounding area.

Our schools offer a variety of programs to prepare students for college and careers. Our career academies and pathways, which focus students' coursework toward a specific field of interest, include industries such as agriculture, digital design, engineering, environmental science, health care, law and government, the arts and multi-media.

Our mission is to provide a safe and secure learning environment that promotes a rigorous curriculum and enables our students to develop the necessary academic, technical, and work-related skills of the 21st century. We do this by ensuring that our faculty and staff are provided opportunities to further their development in areas such as innovative classroom teaching strategies and the use of technology in the classroom. We envision that every student who graduates will be prepared to pursue college and any career to which he or she aspires.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Historically, we have struggled on assessments in ELA and Math as evidenced by our 2019 CAASPP scores (ELA Met or Exceeded: 38.62% / Math Met or Exceeded: 12.37%). In our AP program, the number of total AP students increased by over 600 students. We also saw an increase in our A-G completion rate from 34.2% to 41.5% overall. In addition, our FY, LI, and EL students all made gains in A-G completion rate. While our overall grad rate decreased, our FY saw an improvement from 61.9% to 65%. Furthermore, our suspension rate in 2019 was 8.3% but dropped to 5.7% in the 2020 year, decreased further to 0.1% in 2021 (Distance Learning). School moving to a virtual platform in mid-March of 2020 makes it difficult to determine if we would have continued our positive trend, but we attribute our progress to the work we began in the Student Support Centers. Finally, positive outcomes on our Local Climate survey continue to grow for students, parents and teachers.

In order to maintain and ensure continued academic, social-emotional and behavioral success in these areas, we will utilize our internal data-base systems, Data Central and NWEA Map assessments systematically, to track, monitor, mentor and provide goals and interventions more effectively and efficiently for all students including

Student with Disabilities, Homeless Youth and African American students, with an additional emphasis on English learner (EL) Low-Income (LI) and Foster Youth (FY) students.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

COVID has continued to hit us hard in the areas where we typically do very well. This is evidenced by our graduation rate dropping for a 2nd consecutive year from 85.7% to 82.8% and our CTE Pathway completion decreased from 26% to 13.1%. Finally, our percentage of qualifying AP scores dropped from 34% to 23%. We know that COVID impacted these scores, but not to what extent. These will be areas that we focus on improving in the coming years.

AVUHSD plans to take the following steps to address, Grad Rates, AP pass rates, and CTE Pathway completion rates:
Invest and Increase Formative Assessment Systems and Practices- NWEA MAP assessments will be utilized to support teachers and administrators in monitoring students and providing them with learning recovery options and interventions that align with their skill gaps.

Data Central will allow teachers and administrators to easily track and monitor the GPA of students to ensure that they are on track for A-G and CTE completion, and if not, to set short-term goals for them to get back on track for Graduation, A-G and CTE completion, and CCI prepared.

Student Support Coordinators will coordinate services with support staff to address academic, social-emotional and behavioral needs of students to increase student engagement and well-being along with graduation rates.

Educational Partner feedback indicated strong support for the addition of a new goal from the prior LCAP. The metrics to support this goal measure student achievement on state and local assessments, SWD progress and inclusion into the least restrictive environments, student engagement on graduation rates, and College and Career readiness indicators. The actions to support this goal will provide additional support and access to students with disabilities in order to ensure that all students are academically proficient and college and career ready.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Going into year 2 of this LCAP, many of the actions and services have been successful over the years in meeting the needs of our students. Most of the actions from last year that were refined, enhanced or modified to address student equity, as they pertain to equitable access, participation and outcomes to accelerate learning, close achievement gaps and increase positive outcomes for all students will continue. A key area that will continue to be emphasized is in how our Tier Two Interventions will be carried out through our Student Support Centers with our Student Support Coordinators and School Counselors using Data-Central to identify students in need of support both academically and social-emotionally.

Some key themes embedded throughout our LCAP 2022-23 are the following:

Equitable Access and Outcomes for Students

Increased equitable access to CTE Pathways, AP Courses, AVID elective sections, Dual Enrollment, Work-based Internships, Elective, and Enrichment options to increase equitable outcomes for our students in A-G completion, AP participation and pass rates, CTE Participation and Completion rates, College Career Readiness rates, Seal of Biliteracy and Golden State Seal Merit Diploma rates

Academic Acceleration for Students through enhanced Data-base tools and Diagnostic Assessments

Increased NWEA Map Assessments to develop Teacher Formative Assessment Processes

Increased Academic Acceleration through enhanced Technology, Formative Assessment, Differentiation, Spiraling of Standards/Skills and Progress Monitoring, using NWEA Map assessments, internal Data-base Systems-Data Central, Ed Central, Elevation, SWIS-PBIS and PowerSchool

Increased Subject Matter Competency

Increased Support for Teacher Induction Program to increase and retain highly effective teachers

Emphasis on Interdisciplinary writing and calibration districtwide through Writing Revolution PD and curriculum

Increased Support for Next Generation Science Standard (NGSS) implementation

Project-based standards-aligned curriculum for Math

Increased support for EL Program Implementation, differentiation and progress monitoring strategies

Enhanced Tier II and III Supports through Student Support Centers

Expanded Multi-Tiered Systems of Support (MTSS) to include enhanced Tier II and III interventions that address academic, behavioral, social-emotional and physical well-being, including mental health. Additional counselors, social workers, pupil service technicians and student support coordinators will coordinate services. Habitudes-Social-Emotional Learning curriculum will be implemented as a Tier 1 universal support for all students to increase social-emotional well being for students

Increased Parent, Family and Community Engagement, Participation and Equitable Access

Increased Parent Workshops including EL Parent Workshops addressing requirements for College and Career Readiness, including A-G completion requirements, financial aid workshops, FAFSA application submissions and educational programs and opportunities

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Desert Winds High School: Alternative School (Year 2) -Grad Rate
R. Rex Parris High School: Alternative School (Year 2) -Grad Rate
Highland High School: Comprehensive School (Year 1) -Low Performing

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

District support staff met with the leadership teams of Desert Winds High School and R. Rex Parris High School on a quarterly basis throughout the 2019-20 and 2020-21 school years and have continued to monitor and evaluate the implementation and effectiveness of their CSI plans throughout the 2021-2022 school year.

District support staff met with Highland High School after the 2019 Dashboard determined their CSI status, in order to support the development of their CSI plan and assess Highland's needs and barriers in the following areas: capacity, leadership, vision and mission, collaboration, commitment to equity, use of data to drive instruction and alignment of district and site plans.

At these meetings, the district support staff provided data specific to each school site through our local database called "Data Central" (which houses quantitative and qualitative data). Each site conducted a school-level needs assessment based upon a review of this data (including, but not limited to: Outcome data on California School Dashboard, PSAT scores, AP scores, A-G rates, CTE completion rates, D/F rates, perception data on capacity, leadership, expectations, culture, and climate through surveys and table conversations, process data involving systems, routines, instruction, use of data and plan alignment, etc.). Perception and process data was analyzed by educational partners and outcome data by the whole group and student group, with a focus on equity. Each site reviewed this data with their school site leadership teams as well in determining needs.

The CSI schools and district support staff continue to address the five priorities based on initial findings with educational partner groups and aided in the development of actions for their 2021-22 CSI plan which was submitted to their School Site Councils. Identified priorities for the district and CSI Schools are the following: 1) A coherent instructional guidance system, 2) Development of the professional capacity of staff, 3) Strong parent-community-school ties, 4) A student-centered learning climate, 5) Shared leadership to drive change.

Initial Dashboard findings indicate that Highland High School scored a performance level "Red," for 1 indicator in Mathematics, and performance level "orange," for Suspension rate, Graduation rate, College and Career, and English Language Arts. Further review resulted in findings that indicated equity and performance gaps for African American students and for male students in general, relative to female students as it pertains to suspensions, attendance and academic state and local indicators. Foster Youth, Students Experiencing Homelessness and Students with Disabilities, were also identified as low performing in comparison to other student groups in both state and local academic and behavior indicators. These initial results continue to be analyzed with additional local indicators for root causes that focus on instruction and student engagement. The district support staff and Highland High School are in collaboration, and based on these findings, are in the process of making Changes to their instructional model in math, by incorporating evidenced-based interventions of Linked Learning in multiple core content areas, and within smaller "Math Literacy support classes," that implement revised math curriculum and is project-based for Hands-on Learning, in their Algebra 1 and Geometry classes. D and F rates in Algebra I and Geometry exceed 50% which is a higher failure rate than in other math courses, which presents a resource inequity as students who fail Algebra I and Geometry are not able to take higher level math courses and do not have access to A-G success, on the state dashboard College Career Indicator.

Desert Winds and R. Rex Parris alternative schools demonstrated low performance in both Graduation rate and College/Career indicators with all students performing

“red” as per the 2019 Dashboard. Desert Winds and R. Rex are in their 3rd year of CSI for Graduation rate, with grad rates of 21% for Desert Winds and 27.2% for R. Rex Parris.

Structural systems were reviewed at each site and found that students who make adequate progress and retrieve credits, return to their comprehensive home schools to graduate. So, the grad rates for Desert Winds and R. Rex Parris can be misleading in that they do not include the number of successful students who leave the alternative school and graduate from their home school.

However, in reviewing the College and Career indicator as it relates to resource inequities, at the alternative sites, it was found that master schedules at alternative sites do not include a full CTE pathway that includes capstone courses, so alternative school students do not have the same access when compared to their non-alternative school peers to CTE pathways, which did not allow for them to be rated as a pathway-completer in the College and Career indicator.

There has been additional district support and focus on CTE pathways at both alternative sites, continuing this year and will continue in the 2022-23 school year, to give alternative students access to CTE pathways and addressing pathway completion rates as objectives for being college and career ready.

There was also a demonstrated need based off of credit retrieval rates, for curriculum restructuring to shorten the curricular cycle in order to improve student engagement and success for credit retrieval. This action will continue in the 2022-23, as credit retrieval rates are improving for students.

The district provided each school site with the CSI SPSA Template and access to "What Works Clearinghouse" (<https://ies.ed.gov/ncee/wwc/>) to look for possible Evidence-Based Interventions to address the needs identified by each school. District support staff from Educational and Student Services have supported each CSI school to review the requirements of the CSI SPSA template sections and to help develop and provide feedback on each section.

Business Services has provided additional support with the review of CSI school budget allocations, the purpose of each funding stream and to help CSI schools identify any potential resource inequities pertaining to technology, staff, and funding so that these sites could further address these inequities in their CSI plans.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

The District CSI Support team will continue to monitor and collaborate with each of the sites on their CSI actions, evidenced-based implementations and interventions, annual measurable objectives, and expenditures on a quarterly basis for 2022-23. In order to narrow the focus, these teams will continue to work with the schools on creating local indicators, that align to focus area state indicators, to monitor growth more frequently, and look for patterns and trends, specifically in the areas of math, ELA and CTE for participation, assignment completion, formative assessment, and weekly grades. The district support staff will conduct monthly classroom observations in math, ELA and CTE classes to support instruction and integration of Linked Learning, and provide feedback to site administration. District support staff will continue to ensure that the implementation of CTE, Linked Learning and Math Literacy supports through redesigned project-based curriculum is being integrated into the CSI plans for alignment with district expectations for the 2022-2023 school year. Instructional partners and district support staff will offer further support to math, ELA and CTE teachers in 202-23 in the areas of Linked Learning and Math Literacy to support project-based, hands-on learning, with observational feedback based on teacher needs. Teachers and administrators will collaborate on student progress in these identified areas of need, to inform instruction and identify students for intervention. Quarterly progress reports will be shared with all groups of educational partners to receive feedback and input on the implementation and effectiveness of the CSI planned actions.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Throughout the 2021-2022 school year, the Antelope Valley Union High School District has engaged in eliciting feedback from our Educational Partners, conducting needs assessments, progress monitoring our LCAP goals and objectives, and familiarizing staff with the revisions and requirements set forth in the Local Control Accountability Plan.

Educational Partner Engagement: August 2021 – May 2022 – The following groups were engaged in discussing and developing the 2022-2023 LCAP:

District English Learner Advisory Council (DELAC) – On 8/25/21, 9/15/21, 10/13/21, 12/15/21, 2/9/22, 3/9/22, 4/13/22, and 5/11/22, the DELAC met both virtually through Zoom as well as in person (Hybrid meetings) and discussed progress on the LCAP. Both quantitative and qualitative data was shared with this group and feedback was elicited. The Superintendent's Designee presented the Annual Update (2/9/22) and the draft LCAP to the DELAC on 4/13/22 and 5/11/22 for review and comment. The

district also presented information related to the inclusion of an additional goal related to the needs of Students w/ Disabilities. Feedback was very positive and there were no questions or comments stated that required a response from the Superintendent.

District Site and Leadership Team (DSLTL)– 4/27/22 & 4/28/22: The DSLTL met and discussed progress on the LCAP. Data from the current school year was analyzed and evaluated in relation to our LCAP goals and objectives at these meetings using the following metrics: A-G rates, AP test scores and participation, NWEA MAP scores in ELA and Math, professional development delivered, parent outreach conducted, etc. Each site brought data as evidence of the progress they made on the LCAP through their Single Plans for Student Achievement at their individual sites. This team developed the methodology for engaging educational partners and determined that the current LCAP goals were appropriate and progressing. In the April meeting, all administration in the district reviewed feedback data and created actions for the inclusion of an additional goal related to the needs of Students w/ Disabilities into their Single Plans for Student Achievement (SPSA) and the LCAP.

District Parent Advisory Committee (DPAC)– May 5, 2022: The DPAC is composed of parents who represent the demographics of students of the AVUHSD, including specified subgroups and representatives of each campuses' School Site Council. At this meeting, both quantitative and qualitative data was shared with this group and feedback was elicited. The district also presented information related to the inclusion of an additional goal related to the needs of Students w/ Disabilities. The Superintendent's Designee presented the draft LCAP and Annual Update to the DPAC on May 5, 2021 for review and comment. Feedback was positive and there were no questions or comments stated that required a response from the Superintendent.

Surveys - Multiple surveys were given to students, parents, staff, and community members during the 2021-2022 school year. We received over 17,000 responses to two (2) different surveys. This survey data was shared with various educational partners throughout the year at Assistant Principal and Principal meetings, at Virtual Site visitations, at the DSLTL, DELAC and DPAC meetings and with Labor and SELPA.

Labor Groups – May 5, 2022: The district met with representation from the Antelope Valley Teachers Association (AVTA) as well as the California School Employee Association (CSEA) to review the LCAP and efforts to involve educational partners. At this meeting, both quantitative and qualitative data was shared and feedback was elicited. The district also presented information related to the inclusion of an additional goal related to the needs of Students w/ Disabilities.

SELPA - The district met with representatives from the local SELPA on February14, 2022 and again on May 12, 2022 to review the LCAP and to elicit feedback. The district also presented information related to the inclusion of an additional goal related to the needs of Students w/ Disabilities.

The public has been notified of the opportunity to submit written comments regarding the LCAP actions and expenses, using the District App Push Notifications with access to the draft LCAP if requested.

Board Engagement –February – June 2022: The Board of Trustees received regular updates about the LCAP throughout the year.

Review and Approval: The Board of Trustees reviewed the LCAP on June 8, 2022 and again on June 13, 2022 where they voted to approve the LCAP.

A summary of the feedback provided by specific educational partners.

Feedback this year was different from years past due to the impact of COVID-19 that resulted in the lockdown in the Spring of 2020 which then led to a full year of Distance Learning for the 2020-2021. Having students and staff back on campus for the first time since March of 2020 brought its own unique challenges. There were still masking mandates related to COVID safety protocols, required COVID testing for student-athletes in most sports, required quarantines for students and staff who tested positive for COVID, as well as those identified as close contacts. There was also a larger number of students than ever that had not been on a high school campus prior to this year.

In terms of School Climate, school pride decreased to 85% agreement average over all groups (students, parents, staff). Caring relationships stayed consistently at a 90% average for all groups. There was an anticipated drop (for the above stated reasons) in feeling safe at school overall to 76%, while 97% of students, parents and employees felt that the school provided enough resources to be successful. For technology as a regular part of the student's educational experience, students, parents and employees report over 97% agreement (with more than half of them strongly agreeing). Open lines of communication are high for all educational partners, however there was an overall drop (to 87%), again, largely due to the many changes that happened at the beginning of the school year. The percentage of student participation in school related activities, clubs, programs or sports increased to 66% (+2%) while parents were closer to agreement with the students at 65.4%. Students, parents, and employees' belief that there is a teacher or other adult at school who has high expectations of students remained high and steady at 87%. Finally, positive relationships being existent on campus saw a 90% agreement overall which remained consistent with what we saw over the last 2 years prior.

Specific feedback from our educational partners on the development of the 2021-24 LCAP:

District English Learner Advisory Committee (DELAC)- Recommended more parent workshops for non English speaking parents and more support for EL students to participate in programs and attain the Seal of Biliteracy

District Site and Leadership Team (DSLTL)- Specifically indicated that they wish to keep the LCAP goals, as stated in prior LCAPs, but requested data systems to support them as they monitor for student progress and success. DSLTL also wanted additional SEL support in the form of increased staffing. The district is planning to increase specific staffing as a result of this feedback

District Parent Advisory Committee (DPAC)- Specifically asked for increased support for their students in regards to college and career supports in regards to school and scholarship applications.

Surveys- Indicated the need to continue to break information down at workshops, and share in multiple ways, virtually and in-person, so parents can readily understand how to support their students academic success

Labor Groups- Indicated a need for increased professional development and curricular supports

SELPA- Recommended increased support for SWD in the area of core classes and in elective courses like CTE and Advanced Placement.

Board Engagement- local indicator results- A-G completion equity concerns, recommended to systematically increase access to A-G completion so more students graduate meeting A-G requirements.

The public has been notified of the opportunity to submit written comments regarding the LCAP actions and expenses, using the District App Push Notifications with access to the draft LCAP if requested.

Public Notice was also posted in the local newspaper (AV Press) inviting the public to review and/or comment on the LCAP from May 28 and leading out to the public hearing on June 8, 2022.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The feedback from our educational partners overwhelmingly indicated the need to continue our broad LCAP goals as stated, from prior LCAPs, as students were making progress prior to the pandemic, however they also identified learning and equity gaps in 2020-21 and 2021-22's outcomes. As a result, student group data will continue to be featured in our metrics with aligned actions in goals 1 and 2, intended to increase access to CTE, AP, AVID and Seal of Biliteracy programs, pathways and electives for our students.

MTSS and Expanded Learning Opportunities:

The aspect that was most influenced by the feedback of our educational partners was in their recommendation to increase our levels of support to our students. In response, we are continuing the work we are currently doing in the development of our MTSS framework and tiered support for students who have fallen behind or who have been most impacted by the last year of COVID-19 restrictions. This will also include increased staffing in the area of student support. For this upcoming year, we will be continuing to offer expanded learning opportunities and variable credit retrieval options, in goal 1, to make up credits through supplemental instruction (both before and after school, as well as on weekends).

Increased Participation and Access to A-G, AVID, CTE, AP and Seal of Biliteracy:

Board feedback continues to indicate a need to systematically ensure equity and increase access for EL, LI and FY students in rigorous courses and college and career readiness electives and pathways. In response, actions in goal 2 were refined to ensure equity, access and outcomes for unduplicated students. In addition, there will be specific support in the above areas for SWD as outlined in goal 5

PBIS- "Habitudes," Social-Emotional Learning Curriculum:

Feedback continued to identify needs to address the social-emotional well-being of students, given the additional stress to our students due to COVID-19. In response,

we selected and will continue to implement a Social-Emotional Learning curriculum called, "Habitudes," in goal 3, to increase social-emotional well-being for our students.

Enhanced Data-Bases and Student Support Centers:

Teachers and Administrator feedback was instrumental in their ideas around the need for data at their fingertips, so they could provide additional identification, monitoring and interventions. In response, we modified an action for enhanced data-bases to proactively screen and identify students through "Data-Central" and "Ellevation" databases, to identify students with multiple data points that need the most help within a tiered approach of support. Student Support Coordinators, School Counselors, additional Social Workers, support staff and EL Coordinators will then meet with the students in Student Support Centers and provide them with goals, specific tiered interventions, and follow-up visits, goals 2 and 3.

Formative Assessment:

Teacher feedback indicated a need to accelerate and monitor student progress on state standards, especially in the absence of state testing due to the pandemic, from there, and action on formative assessment was created and NWEA MAP assessments will be utilized districtwide, to support teachers in monitoring their students' progress on academic state standards, using the results of the MAP assessments to inform instructional practices, goal 1.

Increased Classified Professional Development:

Classified educational partner feedback requested additional classified professional development opportunities, so actions were increased in goal 3 to increase professional development for classified personnel to increase awareness and understanding of the needs of students as they relate to educational programs, interventions and services.

Increased Parent Workshops, Orientation and Collaboration Opportunities:

Parent and DELAC feedback indicated the need for additional parent teacher events and orientations. There was also feedback related to more support in the area of college and career support which is tied to the increase in staffing for student support mentioned above. As a result, actions were added in goals 2, 3, and 4 to increase parent workshops, collaboration, counseling staff, and orientation events for both English speaking parents and for non English speaking parents.

Goals and Actions

Goal

Goal #	Description
1	Ensure that all students are academically proficient and college and career ready

An explanation of why the LEA has developed this goal.

Educational Partner feedback indicated strong support to continue this goal from the prior LCAP, but to revise metrics to include FY, LI and EL student group data, supported with actions to ensure equitable outcomes for FY, LI and EL students. The metrics to support this goal measure student achievement on state and local assessments, EL progress and reclassification, student engagement on graduation rates, and College and Career readiness indicators. The actions to support this goal will provide additional support and access to FY, LI and EL students in order to ensure that all students are academically proficient and college and career ready.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Graduation Rate	85.7% - All Students 69.1% - FY (Correction) 84.1% - LI 73.8% - EL 2019-2020 DataQuest	82.8% - All Students 65.0% - FY 81.1% - LI 70.4% - EL 64.1% - Students with Disabilities 2020-2021 DataQuest			90%-All Students 75% - FY 90% - LI 80% - EL 2023-2024 DataQuest
ELPI (English Learner Progress Indicator)	39.3% low 2019 California Dashboard	Summative ELPAC 13.05% - Well Developed 31.89% - Moderately Developed 34.60% - Somewhat Developed 20.45% - Minimally Developed			55% High 2023 California Dashboard
RFEP (Reclassification Rate)	21.8% 2019-20 DataQuest (Correction)	12.6 % 2020-2021 DataQuest			30% 2023-2024 DataQuest

CCI (College/Career Indicator)	<p>Orange - All Students Performance: 27.6% prepared Progress: +1.4% (maintained)</p> <p>Yellow - FY Performance: 12.4% prepared Progress: +2.9% (increased)</p> <p>Orange - LI Performance: 24.7% prepared Progress: +1.6% (maintained)</p> <p>Red - EL Performance: 7.1% prepared Progress: -1% (maintained)</p> <p>2019 California Dashboard</p>	<p>DATA NOT AVAILABLE SINCE 2019</p> <p>Orange - All Students Performance: 27.6% prepared - Progress: +1.4% (maintained)</p> <p>Yellow - FY Performance: 12.4% prepared Progress: +2.9% (increased)</p> <p>Orange - LI Performance: 24.7% prepared Progress: +1.6% (maintained)</p> <p>Red - EL Performance: 7.1% prepared Progress: -1% (maintained)</p> <p>2019 California Dashboard</p>	<p>Green - All Students 40% prepared - All Students 35% prepared - FY 40% prepared - LI 35% prepared - EL 2023 California Dashboard</p>
A-G Completion	<p>34.2% - All Students 17.20% - FY 30.60% - LI 17.30% - EL 2019-2020 DataQuest</p>	<p>41.5% - All Students 17.80% - FY 38.30% - LI 19.90% - EL 12.4% - SWD 2020-2021 DataQuest</p>	<p>45% - All Students 40% - FY 45% - LI 40% - EL 2023-2024 DataQuest</p>
CTE Pathway Completion	<p>26%- All Students 16.7% - FY 26.2% - LI 11.1% - EL 2019-2020 CDE - College/Career Measures Reports & Data</p>	<p>13.1%- All Students 4.6% - FY 12.3% - LI 4.6% - EL 2.7- SWD 2020-2021 CDE - College/Career</p>	<p>35%- All Students 30% - FY 35% - LI 30% - EL 2023-2024 CDE - College/Career Measures Reports & Data</p>

		Measures Reports & Data Only			
CAASPP ELA	<p>Orange - All Students Performance: 37.6 points below standard Progress: +0.8 points (maintained)</p> <p>Red - FY Performance: 106.7 points below standard Progress: Declined 24 Points</p> <p>Red - LI Performance: 49 points below standard 2019 Dashboard Progress: Maintained 0.5 Points</p> <p>No Color - EL 149 points below standard Declined 5.7 Points</p> <p>2019 California Dashboard</p>	<p>DATA NOT AVAILABLE SINCE 2019</p> <p>Orange - All Students Performance: 37.6 points below standard Progress: +0.8 points (maintained)</p> <p>Red - FY Performance: 106.7 points below standard Progress: Declined 24 Points</p> <p>Red - LI Performance: 49 points below standard 2019 Dashboard Progress: Maintained 0.5 Points</p> <p>No Color - EL Performance: 149 points below standard Declined 5.7 Points</p> <p>Orange - SWD Performance: 129.8 points below standard Progress: Increased 4.7 Points</p> <p>2019 California Dashboard</p>			<p>Yellow - All Students Performance: 10 points below standard</p> <p>Green - FY Performance: 40 points below standard</p> <p>Yellow - LI Performance: 10 points below standard</p> <p>Green - EL 55 points below standard</p> <p>2023 California Dashboard</p>
CAASPP Math	<p>2019 Dashboard</p> <p>Red - All Students Performance: 133.4 points below standard Progress: -2.3 points (maintained)</p> <p>Red - FY Performance: 178.8 points below standard Progress: Declined 7.9 Points</p>	<p>DATA NOT AVAILABLE SINCE 2019</p> <p>Red - All Students Performance: 133.4 points below standard Progress: -2.3 points (maintained)</p> <p>Red - FY Performance: 178.8 points below standard Progress: Declined 7.9 Points</p> <p>Red - LI Performance: 148.8 points below standard Progress:</p>			<p>Yellow - All Students Performance: 65 points below standard</p> <p>Yellow - FY Performance: 95 points below standard</p> <p>Yellow - LI Performance: 75 points below standard</p> <p>Yellow - EL Performance: 100 points below standard</p>

	<p>Red - LI Performance: 148.8 points below standard Progress: Declined 3.8 Points</p> <p>Red - EL Performance: 228.5 points below standard Progress: Declined 11.1 Points</p> <p>2019 California Dashboard</p>	<p>Declined 3.8 Points Red - EL Performance: 228.5 points below standard Progress: Declined 11.1 Points Orange - SWD Performance: 168.3 points below standard Progress: Declined 5.8 Points 2019 California Dashboard</p>			<p>2023 California Dashboard</p>
Local Math Assessment: NWEA MAP (11th grade)	<p>High: 21% High Avg: 18% Avg.: 19% Low Avg.: 21% Low: 21% 2020-2021 NWEA Local Assessment</p>	<p>High: 11% High Avg: 8% Avg.: 20% Low Avg.: 26% Low: 34% 2021-2022 NWEA Local Assessment</p>			<p>50% high/high avg. 2023-2024 NWEA Local Assessment</p>
Local ELA Assessment: NWEA Map (11th grade)	<p>High: 17% High Avg.: 26% Avg.: 23% Low Avg.: 18% Low: 16% 2020-2021 NWEA Local Assessment</p>	<p>High: 19% High Avg: 9% Avg.: 24% Low Avg.: 23% Low: 25% 2021-2022 NWEA Local Assessment</p>			<p>50% high/high avg. 2023-2024 NWEA Local Assessment</p>
EAP % Students Prepared for College ELA	<p>37.65% - All Students 7.25% - FY 33.23% - LI 8.15% - EL 2018-2019 https://caaspp-elpac.cde.ca.gov/</p>	<p>DATA NOT AVAILABLE SINCE 2019 37.65% - All Students 7.25% - FY 33.23% - LI 8.15% - EL 2018-2019 https://caaspp-elpac.cde.ca.gov/</p>			<p>50% - All Students 35% - FY 45% - LI 30% - EL 2023-2024 https://caaspp-elpac.cde.ca.gov/</p>
EAP % Students Prepared for College Math	<p>11.19% - All Students 14.49% - FY 8.05% - LI</p>	<p>DATA NOT AVAILABLE SINCE 2019 11.19% - All Students</p>			<p>35% - All Students 35% - FY 30% - LI</p>

	0.83% - EL 2018-2019 https://caaspp-elpac.cde.ca.gov/	14.49% - FY 8.05% - LI 0.83% - EL 2018-2019 https://caaspp-elpac.cde.ca.gov/			25% - EL 2023-2024 https://caaspp-elpac.cde.ca.gov/
Implementation of Academic Standards (Local Indicator)	Standard Met 2020-2021	Standard Met 2021-2022			Standard Met 2023-2024
Seal of Biliteracy	All Students Count = 234 Cohort = 4401 5.3% FY Count = 4 Cohort = 150 2.7% LI Count = 185 Cohort = 3575 5.2% EL Count = 6 Cohort = 442 1.4% 2019-2020 DataQuest	All Students Count = 233 Cohort = 4236 5.3% FY Count = 4 Cohort = 150 2.7% LI Count = 185 Cohort = 3575 5.2% EL Count = 6 Cohort = 442 1.4% 2019-2020 DataQuest			2019-2020 All Students- 12% FY-10% LI-12% EL-10% 2023-2024 DataQuest

Actions

Action #	Title	Description	Total Funds	Contributing
1	Student Field Trips	Teachers, paraprofessionals, and other support personnel will escort English learner (EL), Foster Youth (FY) and Low Income (LI) students, in grades 9-12, on guided tours to Colleges, Universities, and Career-related destinations, each semester, to increase their access to higher education.	\$144,249.00	Yes

2	College Readiness Exams	Teachers and various classified support personnel will administer the PSAT annually to English learner (EL), Foster Youth (FY) and Low Income (LI) students in grades 10 and 11, and administer the SAT annually to English learner (EL), Foster Youth (FY) and Low Income (LI) students in grade 11, as an indicator of college readiness and to prepare students to excel on the SAT.	\$442,453.00	Yes
3	AP Training and Tutoring	AP Teachers will attend AP training annually to increase their understanding on how to access the latest AP resources, in order to implement and provide AP instructional strategies and tutoring supports to English learner (EL), Foster Youth (FY) and Low Income (LI), students in grades 9-12, so they can succeed in AP classes and increase their access to higher education through increased AP Test participation and pass rates.	\$399,713.00	Yes
4	Expanded Learning Opportunities	Teachers and various classified support personnel including college tutors will provide extended day tutoring in virtual settings, 7 days a week and in-person, six days a week, in English and Spanish, to English learner (EL), Foster Youth (FY) and Low Income (LI) students in grades 9-12, to improve their conceptual understanding on ELA, Math and Science standards to close achievement gaps, as identified on NWEA Map assessment growth scores and CAASPP Assessments.	\$273,285.00	Yes
5	Formative Assessment	Teachers and various classified support personnel will administer NWEA Map assessments three times per year to English learner (EL), Foster Youth (FY) and Low Income (LI) students in grades 9-12, in Math, ELA and Science, and use the results formatively to provide students with best, first instruction and targeted interventions that address skill gaps, so English learner (EL), Foster Youth (FY) and Low Income (LI) students can equitably access core content standards in Math, ELA and Science to increase proficiency in Math, ELA and Science.	\$397,628.00	Yes
6	ELA and Math Supports	Counselors will coordinate services with site administrative teams to place English learner (EL), Foster Youth (FY) and Low Income (LI) identified students in grades 9-12 in reduced class sizes in ELA and Math to 25:1. Teachers will provide daily small group instruction to English learner (EL), Foster Youth (FY) and Low Income (LI) students with standards-aligned alternative curriculum- Read 180 for literacy support classes and project-based for Math Literacy support classes to accelerate learning and close achievement gaps in Math and ELA.	\$178,801.00	Yes
7	EL Program Implementation	Additional EL site and district support staff will provide professional development, on differentiated instruction for English learner (EL) students, by ELPAC level, to designated and integrated ELD teachers. EL site and district support staff will systematically collaborate on the administration of ELPAC and provide additional enrollment and monitoring supports, using Ellevation, PowerSchool and Data Central to ensure proper initial placement, testing, monitoring, instruction and intervention strategies are implemented for ELs, to improve their equitable participation in educational programs and accelerate their progress in the attainment of English proficiency, biliteracy, and academic achievement as indicated on increased English language progress and reclassification rates.	\$1,558,591.00	Yes
8	EL Reclassification Support	Designated EL Support staff will provide professional development to teachers on how to	\$560,980.00	Yes

	and Monitoring	use Ellevation, Data Central and PowerSchool Database systems, to systematically monitor, for at least four years, the academic progress of EL students who have exited an EL program to ensure that EL students have not been prematurely exited, any academic deficits they incurred resulting from the EL program have been remedied, and they are meaningfully participating in the district's educational programs comparable to their never-EL peers, as indicated on increased A-G, AP, and Seal of Biliteracy rates.		
9	Student-Free Professional Development Days	AVUHSD Staff and external consultants will provide three, student-free professional development days per teacher, grades 9-12, during the school year, focused on differentiated instruction, engagement, formative assessment, monitoring, intervention and SEL strategies for English learner (EL), Foster Youth (FY) and Low Income (LI) students to increase equitable access to rigorous academic content standards and raise student achievement.	\$1,788,721.00	Yes
10	Variable Credit Recovery	Teachers will provide increased credit retrieval options for identified English learner (EL), Foster Youth (FY) and Low Income (LI) students in grades 9-12 who have been unsuccessful in traditional core content classes and need additional attempts in alternative time frames, to master core content and pass their core classes in order to increase A-G and Graduation rates.	\$952,690.00	Yes
11	Enhanced Data Systems	The district Coordinator of Data Analysis and Computer Sciences will coordinate services with Data Service Specialists and various other classified and certificated personnel to create, enhance and provide training on internal data-base systems, Ed Central and Data Central, so district and site teams can readily select and evaluate professional development offerings and retrieve student outcome data, to implement monitoring, intervention and goal-setting strategies for English learner (EL), Foster Youth (FY) and Low Income (LI) students to close achievement gaps and increase student achievement. The Coordinator of Data Analysis and Computer Science Principles will also collaborate with site teams on the integration of Computer Science principles into regular courses in order to ensure that English learner (EL), Foster Youth (FY) and Low Income (LI) students have equitable access to rigorous courses and increased access to higher education.	\$668,573.00	Yes
12	Ancillary Instructional Materials	Teachers in core content classes, will provide English learner (EL), Foster Youth (FY) and Low Income (LI) students with ancillary instructional materials and supplies for classroom and home use, to increase equitable access to core curriculum, to ensure meaningful participation and engagement in core content classes, to increase student achievement.	\$1,536,000.00	Yes
13	Focus on Writing	Teachers in grades 9-12, across disciplines will receive additional professional development, coaching and ancillary writing curriculum supports throughout the year to help align their instruction, assignments and grading with the College and Career Readiness Anchor Standards and Rubrics that define general, cross-disciplinary literacy expectations that must be met for English learner (EL), Foster Youth (FY) and Low Income (LI) students to be college and career ready.	\$64,280.00	Yes

Goal Analysis for 2021-2022

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 1- "Ensuring that Students are Academically Proficient and Prepared for College and Career," included 13 actions/services for LCAP year 1/3, 2021-22. 12 out of 13 actions/services relating to goal 1 were either fully or partially implemented. Action 1.13-"Focus on Writing" is a carryover from previous LCAPs and work was progressing in the form of professional development and implementation prior to the disruption to learning caused by COVID-19. After coming back to in-person instruction this year, the determination was made that staff PD should be more focused on SEL and formative assessments in order to meet some of the more immediate student needs and to determine to what degree the Pandemic had impacted educational progress.

The 2021-22 school year continued to present challenges in staffing and procurement which impacted planned expenditures. Due to the COVID pandemic, several programs and services were truncated, remained in a virtual environment, or were unable to be delivered in full. Goal 1's actions and services continued to offer a variety of supports that served to empower students, not only by refining data programs and systems, but also by building variety within programs and interventions to better address student needs and root causes of behavior and performance. We also continued to expand programs and services where possible to add additional emphasis and enhancements within implementations, programs and services.

1.1 The number of students visiting colleges and universities was limited this year due to continued COVID-19 restrictions, however, we were able to still ensure that trips took place, even if on a limited basis. This action was shifted to virtual college visits whenever possible.

1.2 We continued to administer the PSAT to all students in grades 9-11 and the SAT to all students in grade 11 during the school day. Even though AP Participation and Pass rates decreased for the second year due to the impact of COVID-19 and the previous year of distance learning. Additional AP courses were continued to be offered districtwide, with the expectation set for students taking AP classes, that for each AP class they participate in, they also take the corresponding AP test. This year the amount of AP tests taken did decrease, as well as the percentage of students receiving a passing score (-11%), but the total number of AP students taking an AP course increased by 670.

1.3 The summer AP training continued to be in a primarily virtual format. The impact to students was moderate, as fewer teachers were provided with the necessary PD to implement instructional strategies and optimize new AP resources necessary to increase student AP exam participation and pass rates.

1.4 Extended day tutoring that was offered in-person, in small groups at school, including before and after school and on Saturdays, as well as virtual settings, and funded with alternative funding sources once schools closed from the COVID pandemic. Existing virtual tutoring options, such as Tutor.com, continued to be utilized during this time, and funded with Supplemental and Concentration funds. There was also structured tutoring support provided to students during the school day using AVID college tutors, classified and certificated staff. Supplemental Educational Services (SES) continued to be provided as well for those students who may not have had online access and who needed additional support outside of the school setting.

1.5 Formative Assessment (NWEA). Being back on campus in person afforded us the opportunity to begin to increase our use of local formative assessments such as the NWEA. The ELA and Math assessments were administered three (3) times this year (Fall, Winter & Spring) in order to measure performance as well as growth. We also implemented the NWEA Science assessment for the first time this year. PD was provided to teachers and administrators numerous times throughout the year both virtually and in-person.

1.6 Class sizes continued to be reduced for ELA and Math support classes with an understanding that content and pedagogy needs to look different in support classes, as we strive to differentiate instructional strategies to address skill gaps in both math and literacy for our non proficient students. We envision additional and continued professional development for teachers next year to build their capacity in these areas.

1.7-1.8 The District Administrative EL Team continued to define their work, and attend EL specific workshops and conferences in order to provide monthly staff development to site level EL Coordinators, ELD teachers, and support staff. Their training topics were selected to include ELD standards, EL instructional strategies,

ELPAC Assessments, student placement and reclassification criteria, in order to build the capacity of EL Staff in their ability to implement a high quality ELD Program. Additional counselors continued to support the ongoing academic progress of all EL students and provide them with additional targeted supports to achieve and maintain academic proficiency, take higher level courses and pursue their College and Career goals. Additional staff were utilized to administer and monitor the ELPAC assessment.

1.9 Three student-free days were designated to provide professional development to teachers in the use of NWEA formative assessments, the use of SEL support for students, as well as student engagement practices. While feedback from teachers was positive, there was an expressed need to begin the transition back to more content specific PD in the future.

1.10 Students continued to have options to retrieve credit on Saturdays, through alternative education, virtual classes, APEX, Independent Study, Summer School, Saturday Credit Retrieval and additional tutoring options that increased their opportunity for credit retrieval.

1.11 Our Coordinator of Performance Metrics and Computer Science continued to refine Data Central to give site personnel, responsible for mentoring and monitoring students, individualized data at their fingertips with increased functionality in the system to set goals and follow-up with students. This is exciting for us as we continue to build an MTSS framework for the entire district to implement in our Students Support Centers and throughout campus.

1.12 Teacher feedback indicated great satisfaction with the increase in ancillary support materials in their classrooms, as a result of implementing California State Standards via project based learning through our "Linked Learning" initiative. We continued to provide ancillary instructional materials and supplies in 2021-22 as supplies became available, and in preparation for students' return to campus. The impact to high-needs students was minimized in that students were provided the ancillary supplies to engage and participate in in-person at-school learning with peers and caring educators for the first time since March of 2020.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Since the approval of our current LCAP, primarily in response to COVID, AVUHSD has received (or will be receiving) funding through the California Budget Act of 2021, Expanded Learning Opportunities (ELO), Educator Effectiveness Block Grant (EEBG), the A-G Completion Improvement Grant, as well as the Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act. Prudent use of district resources suggests the District uses its one-time funding (as identified above) vs our ongoing funding, as the Supplemental and Concentration funds are now kept in their own fiscal Resource and will be used in the future to continue our support services for the targeted student population.

Goal 1.1- College/University Field trips- Material differences associated with this goal were the result of combining our TI funds with our Targeted funding to originally fund this action, and then primarily funding with TI funding. Although the funding sources are different there was no impact to students as services were provided as intended and our students were able to go on a variety of College Field trips through the AVID Schoolwide TI program.

Goal 1.2- PSAT/SAT- Material differences associated with this action were due to the initial impact of fewer students on campus, virtual administrations and not having the same staffing needs as a result. The material change in the funding had no impact on the number of students tested for PSAT and SAT. The decrease in materials and salaries still allowed for the students to have a positive and valid testing experience.

Goal 1.3- Send Requisite number of Teachers to AP Training- There was a decrease in material differences associated with this action due to the continuing COVID restrictions that limited the number of staff able and/or willing to participate in the trainings offered in a virtual setting. There was minimal impact to students and we anticipate an increase in participation in the upcoming year.

Goal 1.4- Extended Learning Opportunities offered in-person, in small groups at school, including before and after school and on Saturdays, as well as virtual settings, and funded with alternative funding sources once schools closed from the COVID pandemic. Existing virtual tutoring options, such as Tutor.com, continued to be utilized during this time, and funded with Supplemental and Concentration funds. There was also structured tutoring support provided to students during the school day using AVID college tutors, classified and certificated staff. Supplemental Educational Services (SES) continued to be provided as well for those students who may not have had online access and who needed additional support outside of the school setting.

Goal 1.5- Formative Assessment (NWEA) Being back on campus in person afforded us the opportunity to begin to increase our use of local formative assessments such

as the NWEA. The ELA and Math assessments were administered three (3) times this year (Fall, Winter & Spring) in order to measure performance as well as growth. We also implemented the NWEA Science assessment for the first time this year. PD was provided to teachers and administrators numerous times throughout the year both virtually and in-person.

Goal 1.6- Class Size- Material differences associated with this goal were due to the fact that CSR using Targeted and Title I was actually paid from site funds. Additionally class size reduction was more difficult to implement with the shortage of teachers this year. As our recruitment strategies of new teachers improve, we will be more able to lower class sizes in ELA and Math. There was an impact on this action as not all classes and/or sections in ELA and Math were able to be reduced to the full extent of the action.

Goal 1.7- Bilingual Aides-ELPAC- The material difference associated with this goal was due to unfilled openings mid-year in classified staff and unfilled extra work agreements in certificated staff at some of the sites. There was no impact to students as other staff members who were able to fulfill the indicated duties on a temporary basis.

Goal 1.8- Designated EL Staff to Monitor Academic Progress- The material difference associated with this goal was due to not having all EL positions being fully filled at the sites and to fewer certificated work agreements in support of the ELD program. The impact this year on the students was minimal as other staff members helped support this action on a temporary basis, however, 21-22 administrator, teacher and parent feedback as well as EL student outcomes indicate additional staff support is necessary. Next year we plan on hiring an additional two regional teachers on assignment to liaison between sites and the district office in further support of EL monitoring, progress and professional learning.

Goal 1.9- Student Free Professional Development Days- There was a decrease in material differences associated with this action due to the continuing COVID restrictions that limited the number of staff able and/or willing to participate in the trainings offered in a virtual setting. There was minimal impact to students and we anticipate an increase in participation in the upcoming year.

Goal 1.10- Provide Above and Beyond Alternatives for Students to Recapture Credits- The material differences associated with this goal related to huge increase in numbers of students participating in our Independent Study Program this year. Many students still did not feel safe returning to an in-person instructional setting due to COVID safety concerns. As a result, almost 3,000 students enrolled in I.S. to earn and recapture credits in lieu of some of the historical methods used prior to this unique situation.

Goal 1.13- Focus on Writing- There was a decrease in material differences associated with this action due to the continuing COVID restrictions that limited the number of staff able and/or willing to participate in the trainings offered in a virtual setting. In addition, the requirement to quarantine created a situation where there was limited staff available so coaches and mentors were not available to provide the intended writing support to teachers.

An explanation of how effective the specific actions were in making progress toward the goal.

Until the COVID pandemic, most of the LCAP Goal 1 actions were implemented as planned. However, due to the abruptness of COVID-related school closures and the corresponding year of Distance Learning, all actions and services that could be offered virtually were shifted in order to minimize negative impacts on students and staff until returning to the campus this year. Site and district support staff have remained in place but had to adjust quickly to learn how to more closely monitor high-need student participation and progress as students returned to campus. District and site support staff expanded hybrid mentoring and tutoring options and provided teachers, administrators and support staff with professional development strategies so teachers could implement SEL supports and provide academic interventions.

For LCAP Goal 1, we typically have 8 indicators of success: Grad Rate, AP Exams taken, AP Courses offered, EL Progress, RFEP, College/Career, A-G and CAASPP ELA and Math.

No State-wide testing last year and no Dashboard information.

Graduation Indicator- Our graduation rate went down for the 2nd year in a row (-2.9% to 82.8%). We currently have two alternative schools designated as CSI for graduation rate. While the graduation rate for these alternative schools are very low, at 21% for Desert Winds Alternative High School and 27.2% for R. Rex Parris, these graduation rates do not include the successful students who attended these schools during the school year but returned to the comprehensive sites, due to their academic success, to graduate there. Our alternative schools did not receive graduation rate credit for these students. Next year we will track and monitor these students to determine next steps.

RFEP- Our reclassification rates for ELs decreased -4.3% to 12.6%. While we expect to increase our reclassification rates for the 2021-22 school year significantly, we understand there were transitional factors that may have influenced the decrease. The transition from Distance Learning to being back on campus has been a positive but difficult transition, and changes to reclassification criteria were a few factors that may have contributed to this decrease. Our expectation is that our 2021-22 reclassification rates should increase significantly, as our district EL Administrative team has been engaged throughout the year in capacity-building workshops, trainings and collaborations with EL Coordinators, EL support Staff, Integrated ELD teachers, Designated ELD teachers and DELAC parents.

Increase/Maintain Course Offerings-Goal- Maintain- Goal Met

2021-22 District Master Schedule- Increase/Maintain Course Offerings- Indicates an increase of 671 total AP students district-wide.

Increase A-G Rates- Goal- +2% annually- Goal Met- 41.5%, 7.3% increase from 34.2% in 2019-20 to 41.5% in 2020-21

ELA and Math CAASPP Scores- N/A

Goal 1.5- NWEA Assessments were more fully implemented this year (3 administrations for both ELA & Math, 2 for Science). The data so far indicates that Seniors grew slightly above the norm, while the 9th, 10th, and 11th graders experienced less growth than expected. The formative results received thus far has provided data identifying the areas of need moving forward in regards to academic performance and growth. Students will continue to receive additional support in the the areas of ELA and Math (Goals 1.4 & 1.6).

In terms of overall progress, we are still experiencing a number of deficits as a result of the school closures of 2020 and the full year of Distance Learning last year (2020-2021). As students returned to campus, many have struggled in the area of Social-Emotional deficits. The district has made a commitment to supporting the mental health of our students as evidenced in Goals 2 & 3. In having to address the social emotional needs of students, some of our academic metrics suffered. Our Grad rate (-2.9%), RFEP (-4.3%), AP Pass Rate (-11%) have declined, however, we did see growth in our A-G Completion rate (7.3%), # of AP Students overall (671), Attendance rate (.5%) and the number of students completing CTE & A-G (+90).

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on the feedback from our educational partners, data analysis of our local metrics and our continuing commitment to meeting the needs of your FY, LI, and EL students, we determined not to make any major changes to Goal 1 or to the actions associated with Goal 1 other than continuing to increase the implementation of specific actions more fully as the decreasing COVID-19 restrictions allow.

Goal 1.1- We plan to significantly increase and restore our planned student field trips that have been largely eliminated and/or significantly reduced over the last 2 years.

Goal 1.5- Formative Assessments (NWEA). We have increased and will continue to increase in our implementation of this particular tool moving forward. Moving forward we will increase our use of the NWEA in Science and will also be investigating the feasibility of expanding beyond the 3 content areas of Math, ELA, and Science.

Corrections were made to metrics for Grad Rate and RFEP (Reclassification) Rate.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
2	Provide a 21st Century learning environment and rigorous curriculum that allows students to have multiple experiences and opportunities for academic, collegiate, professional and personal growth

An explanation of why the LEA has developed this goal.

Educational Partner feedback indicated strong support to continue this goal from the prior LCAP, but to revise metrics to include FY, LI and EL student group data, supported with actions to ensure equitable outcomes for FY, LI and EL students. The metrics to support this goal measure qualitative classroom observation data, student access and participation in a broad course of study, state and local achievement indicators for AP pass rates, CTE and A-G completion rates, student engagement on graduation rates, and students meeting State Golden Seal Merit requirements. The actions to support this goal will provide core program support with counseling services provided for all students and additional actions to provide increased support and access to FY, LI and EL students to ensure that all students are provided with a 21st Century learning environment and rigorous curriculum that allows them to have multiple experiences and opportunities for academic, collegiate, professional and personal growth.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
AP exams with qualifying score (+3)	2405 - All Students 3 - FY 1185 - LI 27 - EL 2019-2020 CollegeBoard & PowerSchool	1357 - All Students 2 - FY 606 - LI 18 - EL 3- SWD 2020-2021 CollegeBoard & PowerSchool			Qualifying scores 3000 - All Students 100 - FY 2000 - LI 350 - EL 2022-2023 CollegeBoard & PowerSchool
Percentage of qualifying AP scores	34% - All Students 15% - FY 32% - LI 42%- EL 2019-2020 CollegeBoard & PowerSchool	23% - All Students 10% - FY 19% - LI 24%- EL 8%-SWD 2020-2021 CollegeBoard & PowerSchool			45% - All Students 35% - FY 45% - LI 43%- EL 2022-2023 CollegeBoard & PowerSchool
AP Students in District	3588 2020-2021 PowerSchool	4259 2021-2022 PowerSchool			6000 2023-2024 PowerSchool

AP Exams taken	6850 - All Students 20 - FY 3719 - LI 64 - EL 2019-2020 CollegeBoard &PowerSchool	5794 - All Students 22 - FY 3277 - LI 76 - EL 38-SWD 2020-2021 CollegeBoard &PowerSchool			8,000 - All Students 200 - FY 6000 - LI 300 - EL 2012-2023 CollegeBoard &PowerSchool
Access to a Broad Course of Study (Local Indicator)	Standard Met 2020-2021 Local Indicator	Standard Met 2021-2022 Local Indicator			Standard Met 2023-2024 Local Indicator
CTE Pathway Completion	26% - All Students 16.7% - FY 26.2% - LI 11.1% - EL 2019-2020 College/Career Measures Reports & Data	13.1%- All Students 4.6% - FY 12.3% - LI 4.6% - EL 2.7- SWD 2020-2021 CDE - College/Career Measures Reports & Data Only			35%- All Students 30% - FY 35% - LI 30% - EL 2022-2023 College/Career Measures Reports & Data
A-G Completion	34.2% - All Students 17.2% - FY 30.60% - LI 17.3% EL 2019-2020 DataQuest	41.5% - All Students 17.80% - FY 38.30% - LI 19.90% - EL 12.4% - SWD 2020-2021 DataQuest			45% - All Students 40% - FY 45% - LI 40% - EL 2022-2023 DataQuest
CTE Completion and A-G Completion	381 Students had both CTE Completion and A-G Completion 2019-2021 CALPADS Report 15.2 and 3.15	471- Students had both CTE Completion and A-G Completion 9- SWD had both CTE Completion and A-G Completion CALPADS 15.1			450 Students had both CTE Completion and A-G Completion 2022-2023 CALPADS Report 15.2 and 3.15
Graduation Rate	85.7% - All Students 69.1% - FY 84.1% - LI 73.8% - EL 2019-2020 DataQuest	82.8% - All Students 65.0% - FY 81.1% - LI 70.4% - EL 64.1% - Students with Disabilities 2020-2021			90% - All Students 75% - FY 90% - LI 80% - EL 2022-2023 DataQuest

		DataQuest			
Golden State Seal Merit Diploma	All Students Count = 856 Reg HS Graduates = 4401 19.5% FY Count = 11 Reg HS Graduates = 150 7.3% LI Count = 581 Reg HS Graduates = 3575 16.3% EL Count = 24 Reg HS Graduates = 442 5.4% 2019-2020 DataQuest	All Students Count = 556 Reg HS Graduates = 4236 13.1% FY Count = 13 Reg HS Graduates = 154 8.4% LI Count = 353 Reg HS Graduates = 3555 9.9% EL Count = 24 Reg HS Graduates = 407 5.9% SWD Count = 19 Reg HS Graduates = 484 3.9% 2020-2021 DataQuest			All Students-25% FY-14% LI-25% EL-15% 2022-2023 DataQuest
Classroom Walkthroughs	6164 Walkthroughs 2019-2020 DigiCOACH	1144 Walkthroughs 2020-2021 DigiCOACH			10,000 Walkthroughs 2023-2024 DigiCOACH

Actions

Action #	Title	Description	Total Funds	Contributing
1	School Counselors	Provide Guidance/Counseling services to ensure that students have multiple opportunities for academic, collegiate, professional and personal growth.	\$2,895,525.00	No
2	Enhanced Counseling & Student Support Services	Additional Counselors, social workers and various other classified personnel will provide tiered supports to English learner (EL), Foster Youth (FY) and Low Income (LI) students to proactively address academic, social-emotional, behavioral and physical physical well-being, to ensure equitable access to academic, collegiate, professional and personal growth. The	\$9,459,160.00	Yes

		increase in this action will empower each site to carry out a Multi-Tiered System of Support that is more proactive in meeting the Academic, College and Career, Social-Emotional and behavioral needs of our unduplicated students to increase achievement, well-being and college/career readiness.		
3	Professional Development	Curriculum and Professional Development Coordinators will collaborate to plan and provide Teachers with increased opportunities to access internal and external expertise to further their development and to develop the Teacher Induction Program, increase depth of knowledge about English learner (EL), Foster Youth (FY) and Low Income (LI) students, and build extensive subject matter competence to thoughtfully select pedagogical practices that align with State Standards curriculum and assessments, to increase their effectiveness in providing differentiated, best first instruction, formative assessment and intervention strategies, that increase academic outcomes for English learner (EL), Foster Youth (FY) and Low Income (LI) students as indicated on NWEA growth and proficiency scores, and AP pass rates.	\$1,273,867.00	Yes
4	Targeted AVTI Mentoring and Supports	The Antelope Valley Teacher Induction (AVTI) Coordinator and Teacher Induction Mentors (TIM)s along with various other support personnel, will provide English learner (EL) Foster Youth (FY) and Low-Income (LI) students with additional differentiated and formative assessment tiered supports and monitoring strategies, by mentoring AVTI teachers and new administrators in order to increase teacher/administrator effectiveness in addressing identified needs and achievement gaps to increase student achievement and social-emotional well-being.	\$676,801.00	Yes
5	Classroom Walkthroughs	Site and District Instructional Teams will Utilize "DigiCOACH" classroom walk-through tools to conduct classroom observations, gather evidence and provide feedback to teachers and administrators on State Standards implementation, 21st Century teaching practices of rigor, relevance and relationships, and Common Core practices of communication, critical thinking, collaboration, and creativity, including best practices for social-emotional learning (SEL) in order to provide English learner (EL), Foster Youth (FY) and Low Income (LI) students with effective learning environments that close achievement gaps and raise student achievement.	\$23,970.00	Yes
6	AP Placement/Exams/Tutoring	Counselors will coordinate services with site administrative teams to increase equitable access to AP classes for Low Income (LI) students. Teachers will further prepare Low Income (LI) students for success on AP exams by providing differentiated instruction, extended school day AP prep tutoring hours, and AP exams at reduced costs, so Low Income (LI) students can take as many AP exams as they qualify for, to increase their AP Participation and Pass rates, and CCI rates.	\$488,867.00	Yes
7	Career Technical Education (CTE) opportunities	Counselors will coordinate services with CTE support staff and site administrative teams each semester, to counsel with students, review student performance, and master schedules, to be intentional about increasing student access to CTE courses and pathways for English learner (EL), Foster Youth (FY) and Low Income (LI) students. CTE course sections on master schedules at all schools will be increased to accommodate the increase of EL, FY	\$3,585,853.00	Yes

		and LI students participating in CTE courses and pathways, as evidenced by increased CTE sections on master schedules, and by increased CTE participation and completion rates, including increased CCI rates for English learner (EL), Foster Youth (FY) and Low Income (LI) students.		
8	AVID Elective	AVID elective sections will be offered at all school sites and counselors will coordinate services with AVID Site Teams and site administrative teams each semester, to review master schedules and academic performance of English learner (EL), Foster Youth (FY) and Low Income (LI) students, to be intentional about increasing equitable access to AVID electives and increasing achievement for for EL, FY and LI students to increase AVID participation, A-G, graduation and CCI rates.	\$2,746,601.00	Yes
9	AVID Health Survey/Transition	Schools will provide sections of AVID Health Survey/Healthful Living curriculum staffed with AVID trained teachers to provide English learner (EL), Foster Youth (FY) and Low Income (LI) students in 9th grade, with an early intervention that focuses primarily on how to successfully transition from middle school to high school using AVID instructional, organizational, social-emotional, and behavioral skills that will better equip them to transition successfully and access rigorous academic content standards in order to increase their access to A-G and college and career readiness.	\$166,633.00	Yes
10	Technology	District and site support personnel will ensure that teachers are provided with renovated classrooms that are outfitted with technology, wireless capacity and online access to lower student-to-device ratios from 4 : 1 to 1 : 1 districtwide, and engage English learner (EL), Foster Youth (FY) and Low Income (LI) students in all classrooms, in grades 9-12, with rigorous curriculum by supporting teachers and providing English learner (EL), Foster Youth (FY) and Low Income (LI) students with increased access to academic resources, digital curriculum resources, academic, diagnostic and formative assessments, to increase their engagement on rigorous academic content standards and accelerate their learning as evidenced by increased NWEA growth scores, A-G completion rates, Grad Rates and CCI rates.	\$2,302,438.00	Yes
11	STEM Support	STEM Teachers and STEM DO and Site support staff will increase STEM exposition and competition opportunities for English learner (EL), Foster Youth (FY) and Low Income (LI) students, in grades 9-12 districtwide, to give them engaging hands-on, project-based experiences, to build teamwork skills and provide relevance to coursework while increasing conceptual understanding on rigorous academic content standards in core and AP classes, to increase the number of students who participate in CTE pathways and STEM-related electives, to increase A-G, AP, CCI and CTE participation and completion rates.	\$43,918.00	Yes
12	Dual Enrollment/Internships	The Director of Industry Liaison and Post-Secondary Partnerships will partner with colleges and industries to coordinate services quarterly, with counselors and site administrative teams, who will counsel with students, and review student needs and performance, to increase access to low-cost dual enrollment and no-cost work-based learning internship options for English learner (EL), Foster Youth (FY) and Low Income (LI) students, to increase dual enrollment and work-based learning internships for EL, FY and LI students, to increase	\$248,876.00	Yes

		their achievement, as evidenced on increased A-G, CCI and Golden State Seal Merit Diploma rates.		
13	Enrichment Options	Counselors will coordinate services with site administrative teams to provide and place English learner (EL), Foster Youth (FY) and Low Income (LI) students in academic and enrichment courses, above and beyond the 6 period day, through a virtual platform and onsite, before and after school, in order to increase academic and enrichment options for EL, FY and LI students who have limited access during the 6 period day, to increase their achievement as evidenced by increased A-G, AP, CCI, Grad Rates and Golden State Merit Seal Diploma rates.	\$508,298.00	Yes
14	21st Century Learning Environments	Instructional Partners and various other classified and certificated support personnel, will provide professional development and classroom walkthrough feedback to teachers in order to increase teacher effectiveness, so that English learner (EL), Foster Youth (FY) and Low Income (LI) students can increase their achievement in core content classes as evidenced by increased NWEA growth scores, English learner progress and reclassification rates, A-G completion rates and CAASPP scores.	\$2,124,512.00	Yes
15	NGSS Supports	A district-assigned teacher on special assignment will plan, collaborate and observe science classrooms with district curriculum coordinators to provide additional professional development, feedback and lesson planning support to science teachers in the implementation and assessment of Next Generation Science Standards (NGSS), to provide English learner (EL), Foster Youth (FY) and Low Income (LI) students with effective NGSS differentiated instructional strategies as evidenced by increased CAST scores and A-G rates.	\$6,798.00	Yes

Goal Analysis for 2021-2022

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 2- "Providing a 21st Century Learning Environment and Rigorous Curriculum that allows students to have multiple experiences and opportunities for academic, collegiate, professional and personal growth," included 15 actions/services for LCAP Year 1 (2021-22). 13 out of 15 actions/services relating to goal 2 were implemented.

Successes- Although several actions listed under this goal were impacted as a result of the COVID pandemic, through shifts in services and settings from physical to virtual and then back to physical, the intent of the actions largely remained the same and were implemented as planned, with some unanticipated positive results. Augmented counselors and social workers continued to provide tiered supports, to monitor student progress, conduct outreach, and provide social-emotional supports for high-needs students. Social Workers and Community Attendance Workers coordinated services with school and community to ensure that Foster Youth had access to the academic, behavioral, social-emotional and extra-curricular resources necessary to stay engaged in school. Augmented counselors were assigned to Foster youth to monitor their progress and coordinate services with At-Risk coordinators for academic and social-emotional supports. At-Risk coordinators communicated with teachers and administrators on the progress of Foster youth through our internal Data Central database, where they were able to assign services and interventions, and follow-up to ensure goals were met.

Successes- Professional development and online tools were increased substantially to provide teachers and staff with the capacity to provide high quality instruction through the inception of Ed Central, an internal district database that allows teachers voice and choice in their selection, participation and evaluation of professional

development offerings. Feedback from educational partners has been positive on these internal tools, as teachers, administrators and support staff shared that Ed Central was easier to use, saved time and allowed district staff to differentiate professional development offerings based on the needs and interests of teachers.

Successes-Instructional Partners, assessment coordinators, and teacher induction mentors continued to support teachers as they processed and implemented professional development strategies based on student assessment results.

Challenges- The transition back to in-person learning presented challenges for some staff, students and parents who were unprepared for the change or who were continuing to grapple with safety concerns revolving around COVID protocols. While these needs were ultimately addressed, the initial transition was more difficult for some than others. There were additional challenges with our Foster Youth who often relied more heavily on at-school, in-person instruction and enrichment activities to connect with caring educators and friends. While outreach and mentoring was conducted by community attendance workers, counselors, At-Risk Coordinators and social workers, there were still some high-needs students who could not be reached and did not show up for their classes.

Challenges- LCAP Goal 2.17- Provide a Teachers on Assignment to Work with Staff on Next Generation Science Standards-was not implemented. This district level position remained unfilled. The impact to students was felt, but minimized through collaboration, professional development and cross-training efforts of district support staff.

Effectiveness- LCAP goals 1 and 2 worked together to provide students with the pedagogical supports and financial opportunities to take AP classes, sign-up to take AP Tests at discounted costs, and pass AP Tests at higher rates. From these mixed results, we will focus on investing in AP professional development, and monitor AP progress very carefully in 2022-23 school year. While the pass rate percentage on AP Tests is important, student access to the AP Test is even more important, so that more students have increased opportunities to take and pass the AP Exam, providing them with increased opportunities for College and Career. Post pandemic scenarios related to in-person, at-school instruction and professional development should support this increase.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Since the approval of our current LCAP, primarily in response to COVID, AVUHSD has received (or will be receiving) funding through the California Budget Act of 2021, Expanded Learning Opportunities (ELO), Educator Effectiveness Block Grant (EEBG), the A-G Completion Improvement Grant, as well as the Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act. Prudent use of district resources suggests the District uses its one-time funding (as identified above) vs our ongoing funding, as the Supplemental and Concentration funds are now kept in their own fiscal Resource and will be used in the future to continue our support services for the targeted student population.

Between the use of Targeted funds (specifically Supplemental and Concentration) and the use of the additional funding as described above, the implementation of actions 2.3, 2.4, 2.11, and 2.12 were largely accomplished. Expenditures for 2.5 and 2.15 were significantly less than budgeted due to the extreme shortage in substitute teachers and the ongoing challenge of staff members being out due to COVID quarantine protocols. It was rare that Instructional Partners were not having to cover classes. While members of site administrative teams were able to do some limited DigiCOACH Walks, the ability to conduct formal walkthroughs with groups of teachers, led by the Instructional Partners, became impractical to say the least. We anticipate being able to do this more fully in the upcoming year (2022-2023). Goals 2.6 & 2.10 also saw a decrease in anticipated expenditures due the impact of COVID on the number of students taking AP courses and exams and in the ability to acquire additional technology.

There was a significant increase in expenditures for Goals 2.7 and 2.13, again, due to COVID and the resulting learning loss that created a need for an increase in enrichment opportunities for students.

In addition, as was mentioned earlier, we were unable to fill the position of NGSS TOSA (Action 2.15). We did have extra work agreements and stipends associated with this action to try to offset the position not being filled but the need is greater than a few extra hours. The impact to students was felt, but minimized through collaboration, professional development and cross-training efforts of district support staff. Teacher feedback as well as DSLT feedback indicate the desire to fill this position for 2022-2023, and that is still the plan moving forward.

An explanation of how effective the specific actions were in making progress toward the goal.

2.1 Our guidance counseling department has expanded its services both in personnel provided to the sites and in the level of academic and social-emotional supports

provided to our students.

With many of your students being on a high school campus for the first time in two years, we anticipated the need for a lot of social-emotional support as well as counseling services. Our augmented counseling services continued to monitor and differentiate the needs of EL, Low Income and Foster students through the use of Multi-Tiered Systems of Support (MTSS).

2.3 We continued to provide professional development for teachers, instructional partners and administrators that address lesson design, instructional delivery, formative assessment, data analysis, and cross curricular literacy, in order to continue to improve on the implementation of California State Standards including English Language Development Standards and Next Generation Science Standards. We continued to expand CTE Pathway, dual enrollment and virtual learning options.

2.4 We continued to develop our in-house Teacher Induction Mentor program (AVTI) by becoming recognized and certified by the State. Our district Induction Admin and TOSAs continued to work with teacher candidates to help them clear their credentials and provide instructional support.

2.6 After 2 years of school closures and Distance Learning, one significant area that has seen a negative impact is the participation and passing rate of our Advanced Placement classes. We have seen an anticipated decline in the number of AP tests taken, the number passed and passing rate. However, in 2021-2022, we have seen an increase in the total number of students currently enrolled in an AP course, so we are hopeful that as we begin to recover from the effects of COVID-19, we will see our number begin to increase

2.7 & 2.11 CTE opportunities continue to be promoted and developed on a district-wide basis. Some of the success we saw this year was evidenced by the fact that (4) of our schools received the PLTW Distinguished School Award: Soar Prep- PLTW Distinguished Gateway, Eastside- PLTW Distinguished High School (Biomed Academy), Lancaster- PLTW Distinguished High School (Engineering), and Littlerock- PLTW Distinguished High School (Biomed Academy).

2.10 Actions for goal 2 include innovative initiatives for expanding technological infrastructure that include lowering student to device ratios to almost 1:1 with Chromebooks and increasing teacher technology integration with Promethean Boards and digital platforms such as Near Pod and Google Classroom. We continued to provide extensive training to our teachers and administrators on the effective use of technology and continued with our a 1:1 PD and Google certification initiatives. We also continued to create flexible digital media centers where students could collaborate with their peers and receive tutoring services both during and after the school day.

2.12 After the restrictions of COVID and the corresponding decrease in dual enrollment and internships opportunities, we were able to increase both of those opportunities for students again. Going into the 22-23 school year, the number of dual enrollment students has increased and the number of planned internships and clinical rotations will also increase.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on the feedback from our educational partners, data analysis of our local metrics and our continuing commitment to meeting the needs of your FY, LI, and EL students, we determined to make the following adjustment to our current LCAP actions:

Action 2.2 will be modified to include five (5) additional Social Workers and two (2) additional counselors in order to meet the unique needs of our FY, LI, and EL students that are not typically met through traditional school counseling services. These (5) Social Workers and (2) counselors will work to enhance our current counseling services by lowering our counselor to student ratio and will work under the guidance services umbrella. They will be folded into this pre-existing action, with a projected budget increase to this action of approximately \$910,000 in salaries and benefits.

Action 2.3 will be modified to include additional PD opportunities for certificated staff to attend workshops and specialized training including, but not limited to CABE, PowerSchool University, PowerSchool User Group, and Catapult.

The changes/additions to Actions 2.2 will be using some of the 15% concentration grant add-on to be used for the purpose of increasing the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English Learners, and/or foster youth that is greater than 55 percent.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
3	Cultivate a safe and secure, positive school culture that supports all students' personal and academic growth

An explanation of why the LEA has developed this goal.

Educational Partner feedback indicated strong support to continue this goal from the prior LCAP, but to revise metrics to include FY, LI and EL student group data, supported with actions that offer additional tiered supports to ensure equitable outcomes for FY, LI and EL students. The metrics will measure student engagement through attendance, suspension, and expulsion data and will include local indicators for climate and basic services that include teachers, textbooks and facilities. The core program actions to support this goal for all students include actions to address basic services with credentialed teachers, newly adopted textbooks, and state of the art facilities, specialized core services and actions to improve Sped and CTE programs, and additional actions and tiered supports that address the needs, circumstances and conditions of LI, FY and EL students, so that all students can experience a safe and secure, positive school culture that supports their personal and academic growth.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Access to Standards-Aligned Instructional Materials	100% Fall 2020 Williams	100% Fall 2021 Williams			100% Fall 2023 Williams
Facilities in "Good" Repair	100% 2020-21 Facility Inspection Tool (FIT) per Williams	100% 2021-22 Facility Inspection Tool (FIT) per Williams			100% 2023-24 Facility Inspection Tool (FIT) per Williams
Fully Credentialed and Appropriately Assigned Teachers	2% Teacher Misassignments and 1.6% Teacher Vacancies Fall 2020 Census Day-CALPADS 4.1 and 4.3	1.4% Teacher Misassignments and 1% Teacher Vacancies Spring 2021 CalSAAS- Summary of Findings			1% Teacher Misassignments and .5% Teacher Vacancies Fall 2023 Census Day- CALPADS 4.1 and 4.3
Local Climate Survey (Local Indicator)	Fall Climate Survey Safety: 86% Agreed or Strongly Agree- Parents - "I feel my student is safe at	Fall Climate Survey Safety: 81% Agreed or Strongly Agree- Parents - "I feel my student is safe at			Fall Climate Survey Safety: 90% Agreed or Strongly Agree- Parents - "I feel my student is safe at school." 90% Agreed or Strongly Agree -

	<p>school." 84% Agreed or Strongly Agree - Students - "I feel safe at school." 88% Agreed or Strongly Agree- Teachers - "I feel safe at work."</p> <p>Connectedness: 86% Agreed or Strongly Agree- Parents - "I feel like my student is connected to this school." 69% Agreed or Strongly Agree - Students - "I feel like I am connected to this school." 87% Agreed or Strongly Agree- Teachers - "I feel like our students are connected to this school." 2020-2021</p>	<p>school." 75% Agreed or Strongly Agree - Students - "I feel safe at school." 76% Agreed or Strongly Agree- Teachers - "I feel safe at work."</p> <p>Connectedness: 86% Agreed or Strongly Agree- Parents - "I feel like my student is connected to this school." 61% Agreed or Strongly Agree - Students - "I feel like I am connected to this school." 77% Agreed or Strongly Agree- Teachers - "I feel like our students are connected to this school." 2021-2022</p>		<p>Students - "I feel safe at school." 88% Agreed or Strongly Agree- Teachers - "I feel safe at work."</p> <p>Connectedness: 90% Agreed or Strongly Agree- Parents - "I feel like my student is connected to this school." 80% Agreed or Strongly Agree - Students - "I feel like I am connected to this school." 95% Agreed or Strongly Agree- Teachers - "I feel like our students are connected to this school." 2023-2024</p>
Suspension Indicator	<p>Yellow - All Students Performance: 8.1% Progress: -1.5% (declined)</p> <p>Orange - FY Performance: 24% suspended at least once Progress: Declined 0.9%</p> <p>Orange -LI Performance: 9.2% suspended at least once Progress: Declined 1.7%</p> <p>Orange - EL Performance: 9.3%</p>	<p>NO NEW DATA AVAILABLE FROM THE SAME SOURCE</p> <p>Yellow - All Students Performance: 8.1% Progress: -1.5% (declined)</p> <p>Orange - FY Performance: 24% suspended at least once Progress: Declined 0.9%</p> <p>Orange -LI Performance: 9.2% suspended at least once Progress: Declined 1.7%</p>		<p>Green - All Students Performance: 6%</p> <p>Yellow - FY Performance: 10% suspended at least once</p> <p>Yellow -LI Performance: 6% suspended at least once</p> <p>Yellow - EL Performance: 6% suspended at least once</p> <p>2022 California Dashboard</p>

	suspended at least once Progress: Declined 1.2% 2019 California Dashboard	Orange - EL Performance: 9.3% suspended at least once Progress: Declined 1.2% 2019 California Dashboard			
Suspension Rate	5.7% 2020 DataQuest	0.1% 2021 DataQuest			5.7% Maintain 2023 DataQuest
Expulsion Rate	0.13% 2020 DataQuest	0% 2021 DataQuest			0.13% Maintain 2023 DataQuest
Attendance Rate	94.56% 2020 DataQuest	95.1% 2021 DataQuest			95% 2023 DataQuest
Chronic Absenteeism	19.3% - All Students 35.2% - FY 21.2% - LI 21.3% - EL 2020 DataQuest	26.0% - All Students 40.9% - FY 29.2% - LI 31.9% - EL 35.3%- SWD 20-21 DataQuest			12% - All Students 20% - FY 12% - LI 12% - EL 2023 DataQuest
Truancy Rate	14.8%-All students 2019	19.9%-All students 2022			10% 2022
Dropout Rate	9% - All Students 2020 DataQuest	17.9%- All Students 2021 DataQuest			5% 2023 DataQuest

Actions

Action #	Title	Description	Total Funds	Contributing
1	Access to Standards-Aligned Instructional Materials	Full compliance with instructional materials sufficiency as defined by Williams legislation.	\$4,898,785.00	No
2	Facilities in "Good" Repair	Full compliance with facilities inspections as defined by Williams legislation. This includes Restricted Maintenance and Operational expenses to maintain safe and secure, positive learning environments.	\$37,481,113.00	No

3	Fully Credentialed and Appropriately Assigned Teachers	100% of teachers will be fully credentialed and appropriately assigned.	\$92,319,175.00	No
4	CTE Programs	Provide Teachers and staff for Career Technical Education programs to support students in CTE pathways.	\$7,325,953.00	No
5	Recruit and Retain Teachers	The Director of Personnel will coordinate services with Antelope Valley Teacher Induction (AVTI) coordinators and various support staff from colleges, universities and social media networks, to provide English learner (EL), Foster Youth (FY) and Low Income (LI) students with more experienced teachers who will differentiate instruction, engage students in formative assessment practices and monitor their progress, in hard-to-staff positions and programs such as ELD, Math and Science to increase student engagement, close achievement gaps, monitor student progress and increase access to core content standards to increase A-G and College/Career Readiness rates.	\$560,120.00	Yes
6	Improve Attendance	The Director of Attendance will coordinate services with site Community Attendance Workers to implement tiered reengagement interventions for English learner (EL), Foster Youth (FY) and Low Income (LI) students to address attendance and chronic absenteeism using A2A: Attention to Attendance and various other data-based tools, to increase communication with parents, increase attendance and lower chronic absenteeism for English learner (EL), Foster Youth (FY) and Low Income (LI) students.	\$1,699,859.00	Yes
7	Student Support Centers	District Program Coordinators will coordinate services with PBIS Coordinators, Student Support Coordinators, counselors, social workers, site administrators and various classified and certificated support personnel, to support the implementation of Multi-Tiered Systems of Support (MTSS), using Data Central and other database tools, to proactively monitor, set goals and provide academic, behavioral and social-emotional tiered interventions to English learner (EL), Foster Youth (FY) and Low Income (LI) students in the Student Support Centers, to increase student engagement, academic achievement, behavioral and social-emotional well-being, as evidenced on increased attendance and achievement, decreased suspensions, and improved local climate survey results.	\$2,090,252.00	Yes
8	Implement PBIS	The Coordinator of Student Services and Coordinator of Behavioral Interventions will coordinate services with the PBIS Coordinators and various other support personnel, to provide Positive Behavior Interventions and Supports (e.g. Wolf Connection, et al.), to English Learner (EL), Foster Youth (FY) and Low Income (LI) students, through a Multi-Tiered Systems of Support (MTSS) framework, that includes support for social-emotional learning through Habitudes curriculum, to increase student-well-being and decrease suspension rates. Clerical support for the continuation of the PBIS program will also be increased.	\$783,120.00	Yes
9	Classified Professional Development	District and site administrative staff, including instructional partners and external consultants, will expand professional development opportunities to Classified staff, to support their understanding of the needs, conditions and circumstances of English learner (EL), Foster Youth (FY) and Low Income (LI) students, as they relate to the educational programs, interventions, actions, services and objectives of the LCAP to increase student	\$232,930.00	Yes

		engagement and well-being, as evidenced on increased attendance and decreased truancy and suspension rates.		
10	Safe, Secure and Positive Learning Environments	The Director of Equity, along with district coordinators and various support personnel, will coordinate services with Site Administrative Interns, Student Support Coordinators, PBIS Coordinators, and Social Workers, including additional certificated and classified support staff, to engage English learner (EL), Foster Youth (FY) and Low Income (LI) students and families, with a more positive and connected learning experience by providing additional mentoring opportunities to address social-emotional, behavioral and academic needs and build positive relationships with EL, FY and LI students and families. Support staff will also proactively monitor the school environment to positively intervene as necessary, to increase attendance, reduce suspensions, increase safety, connectedness and well-being for EL, FY and LI students and families.	\$4,597,617.00	Yes
11	Supplemental Interventions and Supports	District and site certificated and classified support staff will coordinate services in order to provide supplemental interventions and supports that align with the following LCAP actions to further address the academic, social-emotional and behavioral needs of English learner (EL), Foster Youth (FY) and Low Income (LI) students to increase equitable outcomes for unduplicated students tied to the following LCAP actions: - College trips -LCAP 1.1 - PSAT Prep-LCAP 1.2 - AP Tutoring- LCAP 1.3 - Tutoring / Remediation- LCAP 1.4 - EL Services- LCAP 1.7 and 1.8 - Ancillary Instructional Materials- LCAP 1.12 - Professional Development and Training -LCAP 2.3 - CTE opportunities- LCAP 2.7 - Technology-LCAP 2.10 - STEM Expos- LCAP 2.11 - Additional staffing to meet the needs of targeted students- LCAP 3.8 Parent Engagement Activities- LCAP 4.4 and 4.6	\$3,366,554.00	Yes
12	Transportation	Transportation will be provided to Low Income (LI) students and Foster Youth (FY) students who are assigned to alternative schools for credit retrieval. Transportation will also be provided to LI and FY students attending before and after school tutoring and extra-curricular events so students can meaningfully participate in educational programs and have equitable access to interventions and enrichment options in order to improve attendance as indicated on attendance and chronic absenteeism rates.	\$4,778,328.00	Yes
13	Independent City	Teachers, Administrators, and various classified support personnel, including community members, will provide Foster Youth (FY) students with a mock simulation of the responsibilities of adult life, as it pertains to career options, salaries, housing, budgets and financial literacy including access to healthcare, DMV and other government agencies, to better prepare them for the transition to adulthood from foster care, as evidenced by	\$50,000.00	Yes

		increased graduation rates and post-secondary status.		
14	Diversity Training	Diversity training will be provided to students and staff throughout the year, to increase student and staff awareness of our diverse student and community populations, to increase understanding and support for Foster Youth (FY) and Low Income (LI) students experiencing homelessness, so they can increase their meaningful participation in educational programs and have equitable access to interventions, rigorous courses and enrichment options, to increase their Graduation rates, attendance rates, AP Participation, CTE pathway completion and A-G completion rates.	\$246,391.00	Yes

Goal Analysis for 2021-2022

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 3, "Cultivating a Safe and Secure, Positive School Culture, that Supports all Students' Personal and Academic Growth," included 15 actions/services for LCAP 1/3, 2021-2022. All 15 actions in Goal 3 were implemented.

This year, we continued to utilize our Student Support Centers (Action 3.8) at all Comprehensive Campuses. Our At-Risk Coordinators have designated spaces to mentor students and build relationships while providing Academic, Behavioral and Social/Emotional supports during the school day.

Our Director of Personnel continues to work with site and district administrators in recruiting highly effective teachers and making positive changes in addressing school safety, culture and climate. Our District Coordinator of Student Services continues to support and deepen our Positive Behavior Intervention Supports (PBIS) implementation at all sites and our School-wide Information System (SWIS) reports have been used to help our school staffs take a proactive stance on behavior. SWIS is used by the behavioral support staff, counselors, administrators and teachers to better understand behavioral antecedents and proactively provide positive interventions and supports to our students. Our Director of Attendance worked closely with Student Services and the Community Attendance Workers on sites to improve student enrollment and retention practices.

Educational partner input and student needs assessments continue to drive the actions associated with this goal, and while suspension data on the California School Dashboard from the prior year has not been available, our local suspension indicators for 2020-2021 indicates a decrease in suspensions to 0.1%. However, this was primarily due to the fact that for that reporting year, we were on full distance learning. Survey data continues to indicate that our students feel safe at school, however, due to concerns about COVID and the corresponding impact, we saw a negative dip in the percentage. In support of strengthening our PBIS implementation, we have reinforced our site infrastructure to continue to include behavioral support staff to facilitate our student support centers, which include release periods for "At-Risk" Coordinators to build relationships with students and address their social-emotional, behavioral and academic needs by mentoring them, hearing their story and providing them with alternative strategies for success in school. All sites use release periods for staff to conduct this work and the "At-Risk Coordinators will have access to an at-risk student dashboard component that will give them individualized data at their fingertips with increased functionality in the system to set goals and follow-up with students. This is exciting for us as we continue to build upon MTSS supports in our Students Support Centers.

Additional release periods for administrative interns continued to be provided in support of maintaining a safe school environment and supporting the implementation and monitoring of PBIS. Staff feedback has been positive as teachers have shared that they feel more supported in their classrooms and in their understanding of PBIS. This year, PBIS site teams met and collaborated regularly with the district coordinator of PBIS, to deepen their understanding of the various interventions and supports on all tiers of this implementation and how it connects to data analysis. Working with Collaborative Leadership Solutions (CLS), we were able to re-establish our work on creating an MTSS Framework that will be implemented district-wide. A collaborative MTSS Build Team met throughout the year with Certificated, Classified and administrative representatives from every campus to work on creating some common definitions and identifying our common assurances.

All actions and requirements regarding the staffing of fully credentialed teachers, providing sufficient instructional materials/textbooks aligned to California State Standards and providing safe, secure and clean facilities, as per Williams legislation were fully implemented and found to

be compliant and sufficient.

Our Students with Disabilities were able to be provided with appropriately credentialed staff and given the services and materials necessary to access a comprehensive learning experience. Our student services department was also provided with additional funding in order to implement appropriate supports that served to meet the needs of staff serving Students with Disabilities.

Our CTE pathways continue to be popular and well attended by students. This year we continued to support course sections of CTE and were also able to provide more teachers with action plans and financial incentives to become properly credentialed for their CTE courses. Capstone classes continued to be offered in our Bio-medical Pathways at LHS and EHS. Our newest Academies at EHS (Education and Social Service) and at QHHS (Television and Video Academy) have continued to grow and progress.. Our students continue to provide feedback on how much they value and enjoy participating in the academies, with many indicating College majors based on their academy selections. Our student enrollment in the academies continues to increase each year.

Our actions relating to increased attendance and parent contacts moved forward with the continued implementation of Community Attendance Workers, Parent Link- on-line platform for parents and students, and with the implementation of Attention 2 Attendance-Attendance software program that sends notification to parents regarding truancy and chronic absenteeism. Attendance rates prior to COVID showed an overall improvement in attendance district-wide. However, with a full year of Distance Learning and then safety concerns that led not all students feeling comfortable back on campus full time, we have seen an overall drop in attendance and an increase of chronic absenteeism. Based on our prior success, we will continue to utilize the work of the director of attendance to fully address all aspects of attendance including truancy and chronic absenteeism.

As implementations are deepened and expanded district-wide, professional development was extended to include a variety of offerings to classified staff in the areas of climate, culture, social-emotional supports and school safety, such as PBIS and Non-violent Conflict Intervention (NCI). Feedback from classified staff has been positive, and educational partner feedback indicates the continued need to collaborate more fully with mental health agencies in order to provide adequate Tier 2 and 3 supports and interventions that properly address the social-emotional needs of our students.

Transportation continued to be provided to LI, FY, and EL students. Student feedback has been very positive with students sharing that they appreciated the flexibility that a bus pass offered in allowing them to participate fully in their school's after school activities, sports, clubs and tutoring services. Site LCFF allocations offer autonomy and flexibility to the sites in addressing the unique needs of Low Income, Foster and EL students as well as academically struggling students at the site level.

We were excited to bring back the Independent City event that focuses on sup[porting our Foster Youth after COVID forced us to eliminate or severely decrease the versions we had offered previously.

Successes- All of the increased and improved services for unduplicated pupils from LCAP Goal 3's actions were implemented as planned throughout the school year. High-needs students continued to interact with positive and caring adults who were able to reach out virtually and telephonically, even though at-school, in-person learning is always optimal. At-Risk Coordinators, PBIS Coordinators, Community Attendance Workers and various other support staff connected with high-needs students, and continued to listen, motivate and offer positive choices that helped impact our students' academic, behavioral and social-emotional well-being.

Successes- One of the greatest successes of Goal 3, was our ability to be flexible in addressing the Social Emotional needs of students once our schools returned to In-Person instruction, primarily through our Student Support Centers and our Counseling Departments. Since we already had an MTSS tiered framework that included the coordination of various support staff such as At-Risk Coordinators, PBIS Coordinators, Community Attendance Workers, and monitoring tools such as Data Central, used for student identification, outreach, intervention and mentoring efforts, we were able to systematically address student needs.

Various site support staff monitored student success and utilized tiered intervention strategies to re-engage students and build positive connections with them to address their social-emotional needs and increase their sense of well-being.

Challenges- Not all identified high-needs students were reached, although efforts were made. Data results indicated that there were still too many students who did not respond positively to the outreach and mentoring efforts and simply checked out academically or emotionally from school. Other challenges presented themselves in filling teacher vacancies from hard-to-staff programs and misassigned teachers, which has increased after schools closed from the COVID pandemic.

Challenges- Parent and student local indicator surveys indicated several areas where relationships with families were successful, including our District English Learners Advisory Committee (DELAC) and Site-based English Learners Advisory Committees (ELACs). An area for improvement was in the transportation of families to schools and events, as feedback from DELAC indicated they would like to see more academic support in the form of assistance in helping their students to apply for colleges and

scholarships.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Since the approval of our current LCAP, primarily in response to COVID, AVUHSD has received (or will be receiving) funding through the California Budget Act of 2021, Expanded Learning Opportunities (ELO), Educator Effectiveness Block Grant (EEBG), the A-G Completion Improvement Grant, as well as the Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act.

Goal 3.6 Provide Incentives to Recruit and Retain Hard to Staff Programs- District staff was very committed to recruiting highly effective teachers in these areas. While incentives were offered, positions remained unfilled. The impact from this material difference remains a concern as filling teacher vacancies is a priority. (Remove)

There were no significant material differences for Goal 3.11 & 3.14. Due to the impact of COVID and the return of students to campus, there was a need to increase our intended allocations to address the Social-Emotional, behavioral, and academic needs of students in the post-pandemic. This occurred most significantly in Goals 3.1, 3.8 and 3.10. There was a slight decrease in planned expenditures for Goal 3.9 due the limits and restrictions brought on by the COVID protocols.

An explanation of how effective the specific actions were in making progress toward the goal.

For LCAP Goal 3, we would typically have 10 indicators of success. Many of those indicators are based on State reporting from the Dashboard. Last year's data was skewed by the fact that we were on full Distance Learning and this year's data represents the first full year of in-person instruction since the 2019-2020 school year, which was also impacted by the large numbers of quarantined students, students going out on Short Term Independent Study or going on full time Independent Study.

Suspension Indicator - There is no CA School Dashboard data available.

Suspension Rate - Data Quest- Goal- reduce by .5- Goal Met

DataQuest- Suspension rate- Decreased 5.6% from 5.7% in 2019-20 to 0.1% in 2020-21.

Attendance Rate - Goal- Maintain/Improve- Goal Met

Attendance rate- 2019-20 was 94.56%. Attendance increased .51% from to 95.1% in 2020-21

Chronic Absenteeism- Decrease by 1% Goal Met

DataQuest-2019-20 Baseline- 19.3%

Chronic Absenteeism increased 6.7% to 26% in 2020-21.

Truancy- Goal- Decrease by 1%- Goal Not Met

DataQuest 2021-22 Report- Increased 5.1% from 14.8% in 2020-21 to 19.9% in 2021-22.

Drop-Out Rate- Goal- Decrease by 1%- Goal Not Met

DataQuest 2020- 9% Drop-Out rate

Increased 8.9% to 17.9% in 2020-21.

Expulsion Rate- Goal-Maintain or decrease- Goal Met

2020-21 DataQuest Report- Decreased .13% from .13% in 2019-20 to .0% in 2020-21.

Williams Textbook Sufficiency- Goal- 100% Standard Met- Goal Met

Fall of 2018-CA School Dashboard- 100% -Standard Met

Williams Facilities Review- Goal- Good/Exemplary- Goal Met

Williams Facility Reviews- Standard Met-Good/Exemplary

Appropriately Assigned Teachers- Goal - Maintain/Reduce EL Misassignments Maintain/Reduce Total Misassignments
Teacher Vacancies- Goal Met
(2020-21)-Total Misassignments decreased from 2% in 2020 to 1.4% in 2021.
Teacher Vacancies: 1%- Reduced through "Proximity Learning."

Goal 3.6- Due to the impact of COVID and Local County Health Department requirements, attendance did not improve. However, as students returned to school, we did see an increase in our Independent Study program due to students who still felt safer at home or were required to based on quarantine protocols. This will continue to be an area of focus going into the upcoming school year.

Goal 3.7- As students returned to the campus after being on distance learning for a full year, the Student Support Centers became vital as part of the process of providing a safe, secure, and positive school climate. Even though the suspension rate and expulsion rates increased, the number of referrals to the Student Support Centers also increased along with the amount of services and support being provided to students overall.

Goal 3.11- Due to the learning loss from COVID and the resulting academic, behavioral, and social-emotional needs that were evidenced through our local indicators, supplemental interventions and supports will be increased continue to be implemented to increase equitable outcomes for our targeted students.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Action 3.04 was discontinued due to the fact that we are being required by the state to add an additional Goal (Goal #5) that will focus solely on our Students with Disabilities. Within the new Goal (#5) and based on educational partner input and data indicating high caseloads, we will be adding an additional Transition Specialist.

Based on the feedback from our educational partners, data analysis of our local metrics and our continuing commitment to meeting the needs of your FY, LI, and EL students, we determined to make the following adjustment to our current LCAP actions:

Action 3.06 Recognizing that the last 2 years were unique due to COVID, we nevertheless recognize that the need to improve and increase positive attendance is more important than ever. To further support our onsite attendance workers and CAW's, we will be investing in an improved version of our Informed K12 forms in order to improve and enhance our data keeping and tracking of attendance.

Action 3.09 will be expanded and enhanced to provide more opportunities for our classified employees to be trained in technology, EL strategies, and SEL supports for our students.

Action 3.10 We will be adding a Director of Equity position who will be tasked with taking the lead on establishing a robust program involving training, mentorship and promotion of the development of a new district-wide equity plan.

Action 3.13 We will be increasing our allocation of resources in order to enhance our "Independent City" event in order to serve additional Foster Youth and to be able to provide additional resources and support than we currently are.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
4	Communicate effectively with all educational partners and continue to build relationships in the community that help provide our students with innovative educational opportunities

An explanation of why the LEA has developed this goal.

Educational Partner feedback indicated strong support to continue this goal from the prior LCAP, but to revise metrics to include FY, LI and EL student group data, supported with actions that offer increased and improved services for parents and community partners to ensure equitable outcomes for FY, LI and EL students. The metrics used to measure the effectiveness of this goal include parent participation on climate surveys, district app followers, and local indicators that measure parent and family engagement. The base actions to support this goal for all students include the base services to maintain the PowerSchool student information system and additional increased and improved actions to address the needs of LI, EL and FY students and families through additional and enhanced virtual tools-Parent Link apps, district and school websites, survey tools, parent workshops, school and community events, so that the district can communicate effectively with all educational partners and continue to build relationships in the community that help provide all of our students with innovative educational opportunities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Parent participation	2,654 responses to Fall Climate survey 95% Agree or Strongly Agree - Intervention Support - "The school provides my student with resources to be successful." 93% Agree or Strongly Agree - Communication - "Open lines of communication exist at my student's school." 93% Agree or Strongly Agree - Expectations - "A teacher or some adult has high expectations of my student."	1,659 responses to Fall Climate survey 94% Agree or Strongly Agree - Intervention Support - "The school provides my student with resources to be successful." 89% Agree or Strongly Agree - Communication - "Open lines of communication exist at my student's school." 92% Agree or Strongly Agree - Expectations - "A teacher or some adult has high expectations of my student."			3,000 responses to Fall Climate survey 100% Agree or Strongly Agree - Intervention Support - "The school provides my student with resources to be successful." 96% Agree or Strongly Agree - Communication - "Open lines of communication exist at my student's school." 96% Agree or Strongly Agree - Expectations - "A teacher or some adult has high expectations of my student." 2023-2024 Qualtrics

	2020-2021 Qualtrics	2021-2022 Qualtrics			
District App Followers	35,531 2020-2021 AVUHSD App	54,806 2021-2022 AVUHSD App			35,000 Maintain 2023-2024 AVUHSD App
Parent and Family Engagement (Local Indicator)	Standard Met 2020-2021 Local Indicator	Standard Met 2021-2022 Local Indicator			Standard Met 2023-2024 Local Indicator

Actions

Action #	Title	Description	Total Funds	Contributing
1	PowerSchool	Maintain a Student Information System to provide timely communication and access to student achievement, attendance, and behavior.	\$338,000.00	No
2	Qualtrics	District and site support staff will utilize a survey data/analytics platform to better communicate important information to English learner (EL), Foster Youth (FY) and Low Income (LI) students, and families. Responses can be disaggregated by teacher, subject, grade level and student group, to garner feedback and assess academic, social-emotional, behavioral and physical needs of English learner (EL), Foster Youth (FY) and Low Income (LI) students from various surveys, to increase student achievement, parent communication, parent access and usage of digital apps, district websites, and student information systems.	\$125,000.00	Yes
3	Parent Link	District and Site staff will utilize the "Parent Link" system for messaging families (phone, text and email), creating a digital app and coordinating Social Media, to provide information, in multiple formats, to increase access to academic, intervention, enrichment and extra-curricular activities, for English learner (EL), Foster Youth (FY) and Low Income (LI) students and families, to increase timely and effective communication practices as evidenced by Parent Link usage reports and Parent/Student surveys.	\$64,900.00	Yes
4	EL Parent Workshops	EL district and site certificated and classified support staff will coordinate services with external consultants, such as "Disciplina Positiva," as well as provide opportunities for parents to attend conferences, such as CAFE, in order to provide college information, goal setting, financial aid and parenting workshops, for non English speaking parents of EL students to increase equitable access to educational opportunities for English learners and to increase positive parent-teacher partnerships for non English speaking parents.	\$1,392,923.00	Yes
5	Cafe Con Leche	District EL certificated and classified support staff will partner with a local Spanish language radio station to host radio programs that inform listeners of district educational programs, services and highlights, in English and Spanish, to increase communication and increase EL participation in educational programs and services, as evidenced by increased participation, completion and pass rates in rigorous courses and programs such as CTE, AP, and Seal of Biliteracy.	\$46,500.00	Yes

6	Parent/Family Collaboration	District certificated and classified support staff will coordinate services with various site certificated and classified staff, to provide virtual and in-person parent workshops, collaboration meetings, advisory meetings, parent-teacher community forums, parent conferences and parent orientation meetings, in order to increase contact and interaction with English learner (EL), Foster Youth (FY) and Low Income (LI) students and their parents/guardians, to strengthen parent involvement and increase EL, FY and LI student participation in rigorous courses, programs, interventions and enrichment options, as evidenced by increased participation, completion and pass rates in AP, CTE and AVID elective sections.	\$464,998.00	Yes
7	Increase Communication	The Director of Communication will coordinate services with various district and site certificated and classified personnel, to better engage families and community partners of the schools and district, by utilizing various agencies to increase communication and outreach efforts of the district's educational programs, services, interventions, enrichment and extra-curricular options, to increase participation of English learner (EL), Foster Youth (FY) and Low Income (LI) students in rigorous courses and programs, as evidenced on positive local survey results and increased student participation, completion and pass rates in AP, CTE, VAPA, AVID, enrichment, tutoring and extra-curricular activities.	\$659,254.00	Yes
8	SEL Supports	In order to better support and provide for the social-emotional, behavioral and physical needs of English learner (EL), Foster Youth (FY) and Low Income (LI) students, the district will implement a promotional campaign that focuses on the numerous SEL Supports that currently exist in order to increase awareness and engagement with the families, educational and community partners of the District as well as individual schools.	\$300,000.00	Yes

Goal Analysis for 2021-2022

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 4, "Communicate effectively with all educational partners and continue to build relationships in the community that help provide our students with innovative educational opportunities," included 7 actions/services for LCAP 1/3, 2021-22. All actions relating to goal 4 were implemented. Under this year's theme of re-engagement, we strove to ensure that actions and services under goal 4 were not only increased, but also addressed the needs of each student group in the area of effective communication and building relationships in the community.

This year, for action 4.1, we continued our contract with Qualtrics to assist us with gathering quantitative and qualitative data from all educational partner groups in order to measure the effectiveness of our programs and to assist us with data representation, in easy to understand formats that can be readily communicated across educational partner groups.

Actions and services from goal 4.2 through 4.7 proved to be very effective in providing our students with innovative educational opportunities and in building relationships in the community as indicated on multiple surveys and community forum results. 2021-22 educational partner engagement results indicated that responses by parents, students, staff and community members from our community forums and surveys offered in the Fall, Winter and Spring decreased this year, to just under 17,000 total responses.

Parent and community responses had continued to grow each year prior to COVID, but with the school closures in 2020, the full year of Virtual/Distance Learning and then the return campus with restrictions, we saw a decrease in the overall number of participants. The previous increases were due in large part to the additional Community Forum-Family Back to School night, we added four years ago in the Spring, additional parent workshops, and improvements/enhancements in technology, such as "Parent Link" and the district mobile app. Parents continue to share that they value face to face time with teachers so the additional Semester 2-Back to School Night in the Spring and AVID A-G parent workshops will be continued as we move forward.

Returning to campus this year after COVID, we were able to again provide workshops and conferences (usually in hybrid formats) for parents of EL 's and non English speaking parents of EL's in an effort to build parent capacity, as consultants, in the development, planning and evaluation of our programs, actions and services. Our parents are asking questions, giving input and becoming partners in two-way communication at our advisory meetings once again. This is still an area of need for us as we continue to strive for more involvement and better two-way communication practices at all of our school sites. We did take our DELAC parents to CAFE this year. Next year we will continue to provide more training, conferences and College Information workshops specific to our non English speaking parents of EL students. All DELAC and District Title I Parent leads will be invited to attend the California Title I conference next year, so they can bring information back to their respective school sites.

PowerSchool continues to be upgraded throughout the year in an effort to increase achievement information to parents, students, counselors, teachers and administrators.

As schools returned back to campus this year from the COVID pandemic, communication and educational partner input became even more important to every aspect of school and district operations. All existing parent/student advisories ELAC, SSC, DELAC, LCAP, Superintendent and Board educational partner input meetings were offered in both virtual and in-person environments (hybrid). Most counseling workshops for college information and Free Application for Student Federal Aide (FASFA) were held virtually, but again, with more in-person opportunities as the year progressed.

Successes- The overall success of these efforts resulted in increased access for parents to attend advisory meetings. For the 2021-22 school year, parent advisory meetings as well as Board meetings have continued to offer hybrid settings giving parents, students and community members the choice to attend in-person, once schools re-opened, or virtually. Educational partner feedback has been positive as parents have shared their appreciation for increased opportunities to participate in the educational decisions of their students. According to the 2021-22 Parent and Family Engagement local indicator survey, parents rated the district's progress in developing the capacity of staff and developing multiple opportunities for school sites to engage in 2-way communication at "full implementation."

Challenges- After schools closed from the COVID pandemic, reopening efforts were often stalled, per health and safety guidelines, which had an impact on the ability of schools to provide welcoming environments for students and families. This contributed to survey results and educational partner feedback that rated the district's progress in creating welcoming environments at their schools at "Initial Implementation." Parents and families did share however that as the schools opened for in-person instruction, school and district staff found unique ways to provide additional supplies and technology supports. School staffs were innovative in their approach to student recognition and celebration efforts to engage students and families through pm teacher office hours, virtual parent workshops, virtual college signing days and hybrid graduations (the previous year). According to local indicator climate surveys, parents and families rated the district's ability to provide them with information and resources to support student learning as, "Full Implementation."

Effectiveness- Additional 2021-22 results from LCAP Goal 4 climate survey metric, indicated a slight dip in growth from 2020-21 Qualtrics baseline climate survey results, while still indicating strong overall support in every category.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Since the approval of our current LCAP, primarily in response to COVID, AVUHSD has received (or will be receiving) funding through the California Budget Act of 2021, Expanded Learning Opportunities (ELO), Educator Effectiveness Block Grant (EEBG), the A-G Completion Improvement Grant, as well as the Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act.

Goal 4.1- PowerSchool- Material differences (increase) associated with this action were primarily due to a late software "add-on" (Ellevation) which is a comprehensive EL program management platform that organizes all EL student data and supports critical meeting and monitoring processes. There was a positive impact for our EL students as we used this new resource to more effectively track and support our EL students across the district.

For Goals 4.3 (Parent Link), 4.4 (EL Workshops), 4.5 (Café Con Leche), 4.6 (Parent/Family Collab.), and 4.7 (Increased Communication), there was a decrease in spending. This was due to the fact that at the start of the school year, the district was still under COVID restrictions per County & State Health orders, which limited our ability to do as much as planned. We were also unable to fill the Director of Communications position. However, with feedback from our educational partners, the degree to which we were able to implement was well received and there was an expressed desire to continue these actions going forward.

An explanation of how effective the specific actions were in making progress toward the goal.

For LCAP Goal 4 we have 3 indicators of success. We were able to meet all 3.

Local Indicator- Parent Outreach Indicator- Goal Met

1,643 Parent Responses. Parent and Community responses remained consistent despite the school closures and full year of distance learning, from 1674 in 2018-19 to 1,633 in 2019-20 to 1,643 in 2021-22 for our community forums. Goal Met

Digital Visits Indicator- Goal Met

You Tube, Web Sites, School/District App downloads- In 2017-18, School/District App Downloads totaled - 12,239 compared to 34,838 in 2018-19.- The most growth from the year before was evidenced in the District App, so parents, students and community shared that they valued the convenience of the App for push down notifications, schedules, events, etc., rather than You Tube. This year (2022) the number of downloads currently stands at 54,806.

The 2021-22 school year presented challenges in staffing and end-of-year programs which impacted LCAP Goal 4's planned actions and expenditures. The College Information Workshops and Back to School Night events were continued to be held in virtual settings resulting in cost savings that were shifted to other LCAP goal 4 actions. Due to the continuing COVID restrictions and changing protocols, there was an increased need for parents and families to stay informed about schools, meals, technology support, and COVID-testing guidelines. Many of our communication systems, student information systems and outside agencies needed to be expanded and upgraded which resulted in the overall enhancement of several actions and services in LCAP Goal 4.7. The Director of Communications position was still unable to be filled this year.

LCAP 4.1- Implement PowerSchool- This action was increased with LCFF Supplemental and Concentration funds to enhance the student information system with additional parent/family notification features principally directed to the needs of EL, FY and students from low-income families.

LCAP 4.6- Parent/Family Collaboration- This action was shifted to virtual offerings from the time of school closures related to the COVID pandemic. This shift resulted in cost savings that was repurposed to LCAP 4.7- Increase communication and interaction with students, parents/ guardians of targeted groups through technology. Overall engagement with parents and families increased during this time as the need for parents and families to stay informed dramatically increased.

LCAP 4.7- As part of our increase in communication, our plan to employ a Director of Communications remained unrealized. The impact to students and families was minimized through cross-training, collaboration and outreach efforts of site and district support staff. Funds from this action were carried over to the 2022-23 school year to support increased services for communication and progress monitoring efforts of site support staff with EL, FY and students from low-income families.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on the feedback from our educational partners, data analysis of our local metrics and our continuing commitment to meeting the needs of your FY, LI, and EL students, we determined to make the following adjustment to our current LCAP actions:

Action 4.4- EL Workshops- will be enhanced in order to provide more opportunities for parents to attend additional workshops and Conferences, such as CAFE, in order to increase the level and effectiveness of our parent engagement.

Action 4.8- SEL Supports- is a new action that will be designed to increase awareness, engagement, and support of our families through the implementation of a promotional campaign related to the numerous SEL Supports that currently exist in the district, but of which our families are largely unaware. This action will provide more equitable access to the resources available to LI, Foster, EL families.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
5	Ensure that Students with Disabilities are being provided equitable access to resources related to College and Career Readiness, 21st Century Learning, and a safe and positive school climate.

An explanation of why the LEA has developed this goal.

Educational Partner feedback indicated strong support for the addition of this goal from the prior LCAP. The metrics to support this goal measure student achievement on state and local assessments, SWD progress and inclusion into the least restrictive environments, student engagement on graduation rates, and College and Career readiness indicators. The actions to support this goal will provide additional support and access to students with disabilities in order to ensure that all students are academically proficient and college and career ready.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Graduation Rate	70.3% - Students with Disabilities 2019-2020 DataQuest	64.1% - Students with Disabilities 2020-2021 DataQuest			67% - Students with Disabilities 2020-2021 DataQuest
A-G Completion	7.5% - SWD 2019-2020 DataQuest	12.4% - SWD 2020-2021 DataQuest			14% - SWD 2020-2021 DataQuest
Chronic Absenteeism	31.2%- SWD 19-20 (20-21 Data Unavailable) DataQuest	35.3%- SWD 20-21 DataQuest			30%- SWD 20-21 DataQuest
Local Math Assessment: NWEA MAP (All SWD)	High: 3% High Avg: 2% Avg.: 8% Low Avg.: 17% Low: 70% 2020-2021 NWEA Local Assessment & PowerSchool	High: 2% High Avg: 1% Avg.: 5% Low Avg.: 16% Low: 77% 2021-2022 NWEA Local Assessment & PowerSchool			High: 2% High Avg: 2% Avg.: 10% Low Avg.: 20% Low: 66% 2021-2022 NWEA Local Assessment & PowerSchool
Local Reading Assessment: NWEA MAP (All SWD)	High: 7% High Avg: 2% Avg.: 14%	High: 5% High Avg: 1% Avg.: 10%			High: 7% High Avg: 3% Avg.: 20% Low Avg.: 20%

	Low Avg.: 23% Low: 54% 2020-2021 NWEA Local Assessment & PowerSchool	Low Avg.: 20% Low: 65% 2021-2022 NWEA Local Assessment & PowerSchool			Low:50% 2021-2022 NWEA Local Assessment & PowerSchool
Suspension Rate	11.3% SWD	0.3% SWD			0.3% SWD
CCI (College/Career Indicator)	Red - SWD Performance: 2.2% Prepared 5.9% Approaching Prepared 91.8% Not Prepared 2020 California Dashboard	NO DATA AVAILABLE			10% Prepared

Actions

Action #	Title	Description	Total Funds	Contributing
1	Access to Least Restrictive Environment	Increase access to LRE by providing additional counseling support, staff PD, and additional support classes to serve SWD within the general education setting.	\$28,068,754.00	No
2	Increased Academic Support	Increase the number of Instructional Aides, Paraprofessionals, and/or additional staff to ensure equitable access and a positive learning environment in GE courses (CTE, Electives, non-English & Math).	\$10,223,766.00	No
3	SPED Staff Support	Provide teachers, staff, supplies, services, professional development and other operating expenditures to fulfill the requirements of our Special Education program.	\$9,356,251.00	No
4	Community Involvement	Workshops for parents of SWD will be provided and delivered by counseling and SPED staff in order to increase awareness, provide resources and increase parent support of SWD. Parent Surveys will also be administered in order to obtain the most accurate feedback regarding student needs and how to best serve those needs.	\$3,468,750.00	No
5	Suspension Rate	Provide PD for teachers in Special Education to train on Implementation of MTSS in Special Education to reduce suspension rates	\$6,237,501.00	No
6	ELA and Math Proficiency	Instructional Partners will provide professional development and classroom walkthrough feedback to teachers within the SPED Dept. so that students can increase their achievement in ELA and math as evidenced by increased scores on DigiCOACH walkthroughs, increased NWEA growth scores, A-G completion rates, and CAASP scores.	\$6,237,501.00	No

Goal Analysis for 2021-2022

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 5 is a new goal for 2022-2023. Due to the identified need for improvement in the areas of Grad Rate and College and Career Readiness for our Students with Disabilities, this new Goal and the corresponding actions will be focused on addressing those deficiencies.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

New Goal for 2022-2023

An explanation of how effective the specific actions were in making progress toward the goal.

New Goal for 2022-2023

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

New Goal for 2022-2023

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2022-2023

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$43,104,774.00	\$3,552,557.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
20.64%	3.64%	\$7,180,234.48	24.28%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Goal 1.1-Student Field Trips

AVUHSD Low Income (LI), and Foster Youth (FY) students are at greater risk of dropping out of school and have less access to college-higher education.

AVUHSD English Learner (EL) students need to be exposed to real-world experiences to strengthen their conceptual understanding and literacy skills.

Exposure to guided tours at Colleges, Universities and Career related destinations will increase the student's ability to learn about and discuss future College and Career options, that will provide meaningful and relevant connections to their daily coursework and how their coursework success applies to their future, as evidenced by increased Graduation and A-G rates.

Goal 1.2 - College Readiness Exams

AVUHSD Low Income (LI), Foster Youth (FY) and English Learner (EL) students face barriers in mastering essential standards in ELA and Math. Specifically, LI students and FY students have less access to additional academic supports and to a perception of self-success. ELs need additional literacy instruction, support and interventions.

Once the PSAT is administered and assessment results are available, teachers will analyze by student group and use formatively, to provide feedback to students, drive decisions for instructional planning, and provide targeted interventions to build skills, address achievement gaps in math and literacy, and build student confidence in their preparation for the SAT.

Teacher planning and intervention efforts based on the results of PSAT tests will build skills, close achievement gaps and give students increased confidence when they take the SAT in eleventh grade, increasing the student's access to College and Career Preparedness, as evidenced by increased NWEA growth scores, CAASPP/EAP and College and Career Readiness rates.

1.3- AP Training and Tutoring

AVUHSD Low Income (LI), Foster Youth (FY) and English Learner (EL) students face barriers in equitable access to higher level courses. Specifically, LI, FY and EL

students are disproportionately placed in remedial courses relative to their non-identified peers. In order for LI, FY and EL students to attain equitable access to AP Courses and succeed on AP tests, counselors will coordinate services with teachers and administrative site teams each semester to place identified LI, FY and EL students in AP Courses with AP trained teachers, and provide the additional academic and tutoring supports to accelerate their learning, and increase their ability to pass AP Tests with qualifying scores in order to increase their access to higher level education and be prepared for College and Career. This will be evidenced by increased enrollment in AP classes.

1.4- Expanded Learning Opportunities

AVUHSD Low Income (LI), Foster Youth (FY) and English Learner (EL) students face barriers from a lack of early learning opportunities and academic support that increases their skill gaps and decreases their ability to make meaningful connections to rigorous academic content standards. Teachers and various other support personnel including virtual tutors will use the results of NWEA Map assessments to provide standards-aligned tutoring that targets the students' immediate skill gaps, so students can increase their access to the core curriculum, achieve growth targets and demonstrate proficiency on NWEA and CAASPP assessments in Math and ELA.

1.5- Formative Assessment

AVUHSD Low Income (LI), Foster Youth (FY) face barriers from a lack of early learning opportunities and academic support that can increase their skill gaps. English learner (EL) students need additional monitoring and literacy support strategies so they have increased access to learning opportunities that support their conceptual understanding of rigorous content standards in ELA, Math and Science. Frequent and formative assessment and monitoring efforts by teachers and leadership teams will increase the teachers' ability to identify skill gaps and plan for best first instruction and interventions that more closely target instructional needs so identified students can master core content standards in Math, ELA and Science to accelerate their progress on NWEA Map and CAASPP assessments. This will be measured by learning growth and improved achievement as shown on local and state assessments.

1.6- ELA and Math Supports

AVUHSD Low Income (LI) students, Foster Youth (FY) students face barriers in their access to early learning opportunities and academic support that can make it difficult for them to master rigorous ELA and Math standards which can decrease their perception of self-success and put them at greater risk of school failure. English learner (EL) students need additional monitoring and literacy support strategies to decrease feelings of anxiety and increase access to learning, opportunities that support their conceptual understanding of rigorous content standards in ELA, Math so they can meaningfully participate and make adequate progress in ELA and Math. Identified Students will be placed in smaller Math and Literacy support classes at no more than 25:1 teacher to student ratios. Math and Literacy support teachers will analyze NWEA Map-Math and ELA, and Reading Inventory assessment results, plan and provide daily small group instruction to students with curriculum, literacy and technology intervention supports that increase the students' conceptual understanding of math and literacy standards, and supports their meaningful participation in class while accelerating their learning and closing achievement gaps in Math and ELA. This will be measured by learning growth and improved achievement as shown on local and state assessments.

1.9- Student-Free Professional Development Days-

AVUHSD Low Income (LI) and Foster Youth (FY) students face barriers from a lack of early learning opportunities and academic supports that can increase their skill gaps and lead to increased failure rates. English learner (EL) students need additional literacy supports to increase their ability to make meaningful connections to, and conceptually understand rigorous academic content standards to reduce barriers of anxiety and isolation from learning a new language and core academic content standards at the same time. These students will be provided with highly effective teachers who are equipped with a variety of strategies to provide differentiated, best first instruction, engagement, formative assessment, monitoring, intervention and SEL strategies to understand more fully where the students' barriers are, how the student is progressing on core content standards, where the skill gaps are and how to close them through formative assessment and intervention strategies to decrease failure rates and increase student achievement on CAASPP, NWEA Map assessments and A-G completion rates.

1.10- Variable Credit Recovery

AVUHSD Low Income (LI) students and Foster Youth (FY) students face barriers in their access to early learning opportunities that can make it difficult for them to access rigorous ELA and Math standards, increasing their chances of failure and school drop-outs. English learner (EL) students need additional literacy support and interventions to address skill gaps, decrease anxiety to ensure equitable access to rigorous core content standards. Teachers will provide increased credit retrieval options for students in grades 9-12 who have been unsuccessful and who have had poor educational outcomes in traditional core content classes. Teachers and site support personnel will examine grades in Data Central on a quarterly basis and identify students in grades 9-12 with low grades and low credit counts, and place them in alternative credit retrieval options, so they can have additional attempts in alternative timeframes to master core content and pass their core classes, in order to increase A-G and Graduation rates.

1.11- Enhanced Data Systems

AVUHSD Low Income (LI) students and Foster Youth (FY) students face barriers in their access to early learning opportunities that can result in poor educational outcomes and greater risks of failure. English learner (EL) students need additional monitoring of progress and exposure to rigorous courses to ensure access to equitable learning opportunities to make adequate progress in ELA and Math.

The Coordinator of Data Analysis and Computer Science Principles will coordinate services with District Data Specialists and Site Data Techs to support the development and improvement of Data Central as well as to provide training to district and site data teams. Collectively, they will provide students, teachers, parents and administrators with timely and accurate information, alerts and connections to other internal data systems that provide early warning systems on student performance so students can increase their proficiency in core content classes and have equitable access to A-G completion, as evidenced by increased A-G completion rates.

The Coordinator of Data Analysis and Computer Science Principles will also collaborate with site teams on the integration of Computer Science principles into regular courses in order to ensure equitable access to rigorous courses and increase access to higher education for identified students, as evidenced by increased NWEA Map growth rates, Grad Rates, and A-G completion rates.

1.12 Ancillary Instructional Materials

AVUHSD Low Income (LI) students and Foster Youth (FY) students can experience financial constraints that can lead to barriers in accessing sufficient academic supports such as supplemental instructional materials and supplies, which can impact their equitable access to core curriculum, putting them at a greater risk of school failure and dropping out.

English learner (EL) students can have difficulty making meaningful connections among fundamental concepts in the curriculum to their prior knowledge and experiences which can negatively impact their ability to access core content standards which can result in feelings of anxiety, confusion and isolation.

Teachers will provide students with ancillary instructional materials and supplies for classroom and home use in all core content classes to increase the students' ability to access the core curriculum and to reduce financial and academic barriers that keep students from learning. Increasing the students' ability to use ancillary instructional materials at school and at home will increase the students' ability to make meaningful connections to core concepts which will support the increase of proficiency in core content classes, as indicated on increased NWEA proficiency and growth scores, A-G completion rates and Grad rates.

1.13 Focus on Writing

AVUHSD Low Income (LI), Foster Youth (FY) and English learner (EL) students face barriers from a lack of early learning opportunities, academic supports, and additional literacy instruction that increases their skill gaps and decreases their ability to make meaningful connections to and conceptually understand rigorous College and Career Readiness Anchor Standards.

District Curriculum Coordinators and Site Instructional Partners along with external consultants will provide teachers in grades 9-12 with professional development, coaching and ancillary curriculum supports in cross-disciplinary writing throughout the year, to provide students with writing instruction, assignments and assessments that are aligned to College and Career Readiness Anchor Standards and associated rubrics that define general, cross-disciplinary literacy expectations that must be met for students to be college and career ready, as evidenced by increased A-G completion rates and ELA CAASPP, and CCI rates.

2.2 School Counselors/ Enhanced Counseling and Student Support Services

AVUHSD Low Income (LI) students can experience poor educational and health outcomes, unhealthy eating, physical activity, obesity, asthma, high rates of teen pregnancy, greater risk of dropping out of school, and access to college-higher education. AVUHSD Foster Youth (FY) students can experience deeper issues of anger, abuse and disempowerment, Post-traumatic Stress Disorder (PTSD), Adjustment Disorder, Anxiety Disorders, Depression, Oppositional Defiance Disorder (ODD) and Attention Deficit Hyperactivity Disorder (ADHD). AVUHSD English learner (EL) students can experience feelings of anxiety, confusion, and isolation. Additional Counselors, Social Workers and various other classified support staff will utilize enhanced database systems to provide proactive counseling services to identified students so they can receive additional tiered supports to address their social-emotional, behavioral and physical well-being, as well as other tiered supports to ensure equitable access to academic, collegiate, professional and personal growth. The increase in this action will empower each site to implement a more responsive Multi-Tiered, Multi-Dimensional System of Support that is proactive in meeting the Academic, College and Career, Social/Emotional, Behavioral and Physical needs of our unduplicated students. This includes the addition of four full-time Social Workers who will better address the Tier 3 levels of support needed by identified students in order for them to have equitable access to meaningfully participate and feel connected to the district's rigorous curriculum, educational programs and services relative to their peers who are not identified as LI, FY or ELs. To support this work, additional concentration grant funds will be utilized to increase and/or retain staffing for the following positions:

(2) Counselors (100% Targeted)

(5) Social Workers (100% Targeted)

School Psychologist (100% Targeted)

Coord. of Psychological Services (50% Targeted)

Coord. of Guidance Services (100% Targeted)

This will be measured by increased attendance, lower suspension rates, increased student achievement, and graduation rates.

2.3 Professional Development

AVUHSD Low Income (LI) students and Foster Youth (FY) students need additional academic, social-emotional and behavioral support in the classroom from highly effective teachers so they can equitably access rigorous academic content standards.

AVUHSD English learner (EL) students need additional literacy support including differentiated instruction so they can equitably access rigorous academic content standards.

Teachers across disciplines in grades 9-12, will be provided with increased opportunities to access internal expertise through District Induction Support Staff, District Curriculum and Instruction and Professional Development coordinators, and Instructional Partners. Teachers will also have increased opportunities to access external expertise through Conferences and Workshops to further their development and the development of the Teacher Induction Program, to increase depth of knowledge about their students, and build extensive subject matter competence to thoughtfully select pedagogical practices that align with State Standards curriculum and assessments to increase their effectiveness in providing differentiated, best first instruction, formative assessment and intervention strategies that increase academic outcomes for students as indicated on AP Pass Rates. NWEA proficiency scores, and A-G completion rates.

2.4 Targeted AVTI Mentoring and Supports

AVUHSD Low Income (LI) and Foster Youth (FY) need additional academic and monitoring support from highly effective teachers and administrators so they can equitably access rigorous academic content standards and meaningfully participate in educational programs. English learner (EL) students need differentiated instruction aligned to their ELPAC level and additional monitoring support from highly effective teachers and administrators so they can equitably access rigorous academic content standards and meaningfully participate in educational programs. The Antelope Valley Teacher Induction (AVTI) coordinator will coordinate services with Teacher Induction Mentors (TIMS) and other district personnel, to provide Low-Income (LI), English learner (EL) and Foster Youth (FY) students with differentiated instruction, formative assessment strategies and academic, social-emotional and monitoring supports, by providing AVTI teachers and new administrators with additional mentoring and one-to-one supports at their school sites, to increase teacher and administrator effectiveness, to increase student engagement and proficiency on core state standards, as evidenced by increased A-G rates.

2.5- Classroom Walkthroughs

AVUHSD Low Income (LI) students and Foster Youth (FY) students need additional academic, social-emotional and behavioral support in the classroom from highly effective teachers so they can equitably access rigorous academic content standards and meaningfully participate in educational programs. AVUHSD English learner (EL) students need differentiated instruction, as they can experience teachers with a lack of culturally responsive instruction and a lack of knowledge of EL strategies that can cause barriers to equitable learning opportunities.

Site and District Instructional Teams will Utilize "digiCOACH" classroom walk-through tools to conduct weekly classroom observations, in all classrooms, grades 9-12, to gather evidence and provide weekly feedback to teachers, on State Standards implementation, 21st Century teaching practices of rigor, relevance and relationships, and Common Core practices of communication, critical thinking, collaboration, and creativity, including best practices for social-emotional learning (SEL) and differentiated instruction, as evidenced by increased districtwide scores on walk-throughs from Fall to Spring of each school year, and increased NWEA growth scores.

2.7 Career Technical Education (CTE) opportunities

AVUHSD Low Income (LI) students, Foster Youth (FY) students and English learner (EL) students face barriers in their access to early learning opportunities that can make it difficult for them to master rigorous AP classes, putting them at a disproportionate disadvantage for College and Career Readiness. They need additional academic and literacy support through project-based learning activities in CTE courses and pathways that link learning and relevance to, and increase conceptual understanding in, core and AP classes to increase access to college and career readiness.

Counselors will coordinate services with CTE support staff and site administrative teams each semester to counsel with students, review student performance, and the master schedule to be intentional about increasing student access to CTE courses and pathways for LI, FY and EL students. CTE course sections on master schedules at all schools will be increased to accommodate the increase of LI, FY and EL students participating in CTE courses and pathways, as evidenced by increased CTE course sections on master schedules and increased CTE participation and completion rates for EL, FY and LI students, including increased CCI rates for for EL, FY and LI students.

2.8 AVID Elective

AVUHSD Low Income (LI) students and Foster Youth (FY) students face barriers in their access to early learning opportunities and academic supports that can affect their perception of success, that can make it difficult for them to Complete A-G requirements and master rigorous AP classes, putting them at a disproportionate disadvantage for College and Career Readiness.

English learner (EL) students need additional literacy instruction and interventions to access core curriculum, and advanced classes successfully. LI, FY and EL need additional academic, literacy, behavioral and organizational support through the AVID elective to build confidence in academic achievement and increase conceptual understanding in core and AP classes to increase their access to college and career readiness.

AVID elective sections will be offered at all school sites to identified students, at least 10% of the total student enrollment in grades 9-12. Counselors will coordinate services with AVID Site Teams and site administrative teams each semester to counsel with students, review student profiles and performance data, including master schedules, to be intentional about providing equitable access to AVID electives for LI, FY and EL students. AVID elective students will be provided with direct small group tutoring instruction and grade monitoring by College AVID Tutors. AVID elective teachers meet monthly in AVID Site Teams to collaborate with core content teachers, refine practices, discuss student needs to increase positive outcomes for identified students, as evidenced by increased AVID participation, GPA, graduation, A-G and CCI rates for identified AVID elective students.

2.9 AVID Health Survey/Transition

AVUHSD Low Income (LI) students, Foster Youth (FY) students and English learner (EL) students experience poor educational and health outcomes and can face barriers in their access to early learning and literacy opportunities that can make it difficult for them to transition successfully from middle school to high school, and master rigorous academic content standards, putting them at a disproportionate disadvantage for College and Career Readiness. These students need additional academic, literacy, behavioral, social-emotional and organizational support to build confidence in academic achievement and increase conceptual understanding in rigorous academic standards to increase access to A-G and college and career readiness.

School sites will provide sections of AVID Health Survey/Healthful Living curriculum staffed with AVID trained teachers to provide entry 9th graders with an early intervention that focuses primarily on how to successfully transition from middle school to high school using AVID instructional, organizational, social-emotional, and behavioral skills, with College readiness systematic strategies, such as note taking, assignment organization and completion, technology tips, and healthy habits, routines and schedules, that will better equip students to transition successfully and access rigorous academic content standards in order to increase their access to A-G and college and career readiness.

2.10- Technology

AVUHSD Low Income (LI) students and Foster Youth (FY) students experience financial constraints to materials, technology, access to devices, and internet services. AVUHSD English learner (EL) students face barriers in their access to early learning and literacy opportunities which can create barriers to their conceptual understanding from prior experiences in accessing curriculum and rigorous academic content standards.

District and site support staffs will ensure that all teachers teaching core content classes in grades 9-12 are provided with renovated classrooms that are outfitted with technology, wireless capacity and online access to lower student-to-device ratios from 4 to 1 to 1 to 1 districtwide, to engage students in 9-12 grades with rigorous curriculum and support teachers and students with increased access to academic resources, digital curriculum resources, academic, diagnostic and formative assessment tools to increase student engagement on rigorous academic content standards and accelerate student learning as evidenced by increased NWEA growth scores, A-G, Grad Rate and CCI rates.

2.11 -STEM Support

AVUHSD Low Income (LI) students and Foster Youth (FY) students face barriers in their access to early learning opportunities that can make it difficult for them to master rigorous AP classes, putting them at a disproportionate disadvantage for College and Career Readiness.

AVUHSD English learner (EL) students need additional academic, literacy and hands-on support through project-based activities to increase conceptual understanding on rigorous academic standards. They need additional academic and literacy support through project-based learning activities in STEM and CTE courses and pathways that link learning and relevance to, and increase conceptual understanding in, core and AP classes to increase access to college and career readiness.

STEM Teachers and STEM DO and Site support staff will provide and increase STEM exposition and competition opportunities each semester to students in grades 9-12 districtwide that will include literacy expectations based on College and Career anchor standards with aligned rubrics that teachers/judges will use to evaluate projects, in order to increase rigor and give students engaging hands-on, project-base experiences that builds teamwork skills and provides relevance to coursework while increasing conceptual understanding on rigorous academic content standards in core and AP classes that helps to increase the number of students who wish to participate in CTE pathways and STEM-related electives, as evidenced by increased A-G, AP, CCI and CTE participation and completion rates.

2.12 Dual Enrollment/Internships

AVUHSD Low Income (LI) students and Foster Youth (FY) students can experience financial constraints to additional instructional materials and supplies, which can create barriers to accessing AP and dual enrollment opportunities which can help reduce the expense and time in entry level college courses. English learner (EL) students face barriers in their access to early learning, literacy and work-based learning opportunities that can make it difficult for them to access and make meaningful connections among fundamental concepts in the curriculum relative to their prior knowledge and experiences in rigorous AP, dual enrollment courses, putting them at a

disproportionate disadvantage for College and Career Readiness.

Dual enrollment provides AVUHSD students with opportunities to earn college credit while still in high school. Research tends to show that students who participate in dual enrollment are more likely to graduate high school, and enter and persist in post-secondary education to completion. Likewise, participating in dual enrollment reduces both the expense and time necessary for post-secondary courses for students and their families, as the courses are offered at little to no expense.

The Director of Industry Liaison and Post-Secondary Partnerships will partner with colleges and industries to coordinate services quarterly with counselors and site administrative teams, who will counsel with students, and review student needs and performance to increase access to no-cost dual enrollment and work-based learning internship options for LI, FY and EL students as evidenced by increased dual enrollment, work-based learning internships and CCI rates for LI, FY and EL students.

2.13 Enrichment Options

AVUHSD Low Income (LI) students and Foster Youth (FY) students need additional access to academic support. AVUHSD English learner (EL) students often lack equitable learning opportunities through 6 period only, master schedules.

Counselors will coordinate services with administrative teams each semester to review students schedules and provide students in grades 9-12, districtwide, with a 7th period option through a virtual platform, or onsite before and after school, through early morning 0 period options, or after school 7th period option, so identified students can equitably participate in academic, enrichment and elective classes in order to increase A-G, AP, CCI and Graduation rates.

2.14- 21st Century Learning Environments

AVUHSD Low Income (LI), Foster Youth (FY) need additional academic, social-emotional and behavioral support in the classroom from highly effective teachers so they can equitably access rigorous academic content standards and meaningfully participate in educational programs. English learner (EL) students need differentiated instruction aligned to their ELPAC level from highly effective teachers so they can equitably access rigorous academic content standards and meaningfully participate in educational programs while accelerating their progress with English Language Proficiency.

Instructional partners, and various other classified and certificated support personnel, will provide professional development to teachers in grades 9-12, districtwide, during minimum days, and conduct weekly classroom observations, to gather evidence and provide feedback to teachers about State Standards implementation, 21st Century teaching practices of rigor, relevance and relationships, and Common Core practices of communication, critical thinking, collaboration, and creativity, including best practices for social-emotional learning (SEL) and for differentiated instruction in order to increase teacher effectiveness as evidenced by increased scores on digiCoach walk-throughs from Fall to Spring of each school year, and increased NWEA growth scores, English learner progress and reclassification rates and A-G completion rates and CAASPP scores.

2.15- NGSS Supports

AVUHSD Low Income (LI), Foster Youth (FY) need additional academic support from highly effective teachers so they can equitably access rigorous academic content standards and meaningfully participate in educational programs. English learner (EL) students need differentiated instruction aligned to their ELPAC level from highly effective teachers so they can equitably access rigorous academic content standards and meaningfully participate in educational programs.

A district-assigned teacher on special assignment will plan, collaborate and observe science classrooms in grades 9-12, districtwide, with district curriculum coordinators to provide additional professional development, feedback and lesson planning support to science teachers at their monthly Science Department Team meetings, and on assigned minimum days, on the implementation and assessment of Next Generation Science Standards. (NGSS) in order to increase student proficiency in science as evidenced on increased CAST scores and A-G rates.

3.5 - Recruit and Retain Teachers

AVUHSD Low Income (LI) and Foster Youth (FY) often experience disparities in the experience level of their teachers and administrators in relation to their unidentified peers. LI and FY need additional academic and monitoring support from highly experienced teachers and administrators so they can equitably access rigorous academic content standards and meaningfully participate in educational programs. English learner (EL) students often experience disparities in the experience level of their teachers and administrators in relation to their English Only peers. ELs need differentiated instruction aligned to their ELPAC level and additional monitoring support from highly experienced teachers so they can equitably access rigorous academic content standards and meaningfully participate in educational programs.

The Director of Personnel will coordinate services monthly with Antelope Valley Teacher Induction (AVTI) coordinators and various staff from nearby colleges, universities and social media networks, to provide English learner (EL), Foster Youth (FY) and Low Income (LI) students with more experienced teachers who will differentiate instruction, engage students in formative assessment practices and monitor their progress, in hard-to-staff positions and programs such as ELD, Math and Science to increase student engagement, close achievement gaps, monitor student progress and increase access to core content standards to increase CAASPP, A-G and College/Career Readiness rates.

3.6 Improve Attendance

AVUHSD Low Income (LI) students need to establish daily routines as many of their parents are working multiple jobs, or are single and need additional support from school personnel to monitor the attendance of their students and provide tiered reengagement strategies.

AVUHSD Foster Youth (FY) students can have missing attendance data due to instability of educational placements and need additional support from school personnel to monitor their attendance and provide tiered re engagement strategies. AVUHSD English learner (EL) students can experience feelings of anxiety, confusion and isolation that can lead to increased absences that impact academic learning. EL students need additional support from school personnel to monitor their attendance and provide tiered reengagement strategies.

The Director of Attendance will utilize PowerSchool and Data Central to monitor attendance by district, school and student group and coordinate services with site Community Attendance Workers and site administrative teams monthly, to implement tiered reengagement interventions for identified students to address attendance and chronic absenteeism using A2A: Attention to Attendance and various other data-based tools to increase communication with parents, increase attendance, lower chronic absenteeism, and decrease drop-out rates.

3.7 Student Support Centers

AVUHSD Low-Income (LI) students and Foster Youth (FY) students need access to additional support that can increase their perception of self-success. LI students can experience poor educational and health outcomes, unhealthy eating habits, lower physical activity, obesity, asthma, and have often been exposed to alcohol, drug abuse, violence and trauma, which can put them at greater risk of dropping out of school, which can negatively impact their access to college and careers. AVUHSD Foster Youth (FY) students need additional academic, emotional and behavioral supports as they can experience deeper issues of anger, abuse and disempowerment, Post-traumatic Stress Disorder (PTSD), adjustment Disorder, Anxiety Disorders, Depression, Oppositional Defiance Disorder (ODD) and Attention Deficit Hyperactivity Disorder (ADHD) which can lead to feelings of sadness, helplessness, and hopelessness which can make it difficult for them to graduate and successfully transition to independence.

AVUHSD English learner (EL) students can find it difficult to communicate from lack of oral speaking experiences which can lead to feelings of anxiety, confusion and isolation, further intensified by conditions where their instruction is not differentiated appropriately so they often cannot meaningfully participate and access rigorous academic standards.

District Program Coordinators will coordinate services with Student Support Coordinators and various classified and site support personnel will coordinate services with counselors, social workers and site administration teams to support the implementation of Multi-tiered Systems of Support (MTSS), using the AVUHSD's MTSS framework of tiered interventions, Data Central and various other database tools, to proactively intervene with identified students, to mentor, monitor, set goals and schedule follow-up mentoring, counseling and tutoring sessions as needed so that students can be provided with small group and one-on-one academic, social-emotional and behavioral tiered interventions in the Student Support Centers, which will remain staffed with Student Support Coordinators and support staff, four class periods per day, five days per week, to increase academic achievement, behavioral and social-emotional well-being of identified students as evidenced by increased attendance, decreased chronic absenteeism, decreased suspensions, increased school climate survey results, decreased drop-out rates and increased graduation rates.

3.8 PBIS Implementation

AVUHSD Low-Income (LI) students need access to additional support that can increase their perception of self-success. LI students can experience poor educational and health outcomes, unhealthy eating habits, lower physical activity, obesity, asthma, and have often been exposed to alcohol, drug abuse, violence and trauma, which can put them at greater risk of acting out and dropping out of school, which can negatively impact their access to college and careers.

AVUHSD Foster Youth (FY) students need additional emotional and behavioral supports as they can experience deeper issues of anger, abuse and disempowerment, Post-traumatic Stress Disorder (PTSD), adjustment Disorder, Anxiety Disorders, Depression, Oppositional Defiance Disorder (ODD) and Attention Deficit Hyperactivity Disorder (ADHD) which can lead to feelings of sadness, helplessness, and hopelessness which can make it difficult for them to positively progress in school, graduate and successfully transition to independence.

AVUHSD English learner (EL) students experience language barriers and need additional emotional and behavioral support as they can experience feelings of isolation, anxiety and confusion that can manifest in social and emotional conditions that negatively impact academic learning.

The Coordinator of Student Services will coordinate services with site PBIS Coordinators, providing PBIS workshops and Behavioral Data analysis through the SWIS system to analyze behavioral incidents on campus and find behavioral antecedents, to proactively monitor student behavior patterns and provide positive reinforcers implementing positive behavioral interventions and supports (PBIS) through a Multi-Tiered Systems of Support (MTSS) framework that includes support for social-emotional learning through Habitudes curriculum to increase student-well-being and decrease suspension rates. To support this work, additional concentration grant funds will be utilized to increase and/or retain staffing for the following positions:

Coord. of Student Support Services (50% Targeted)

Coord. of Behavioral Interventions (100% Targeted)

Director of Special Education (20% Targeted)

Secretary 1 (Dir. of SPED) (20% Targeted)

3.9 Classified Professional Development

AVUHSD Low Income (LI) students, Foster Youth (FY) students and English learner (EL) students have particular needs, circumstances and conditions that require increased awareness and understanding from various classified support staff who interact with them most, in order to build and sustain positive relationships with students, provide students with stronger connections from caring adults, and support the programs, interventions, actions and services designed to benefit unduplicated students.

District and site administrative staff, including instructional partners and external consultants will expand professional development opportunities for Classified staff to support their understanding of the needs, conditions and circumstances of unduplicated students as they relate to the educational programs, interventions, actions, services and objectives of the LCAP as evidenced by positive growth on local school climate indicators.

3.10 Safe, Secure and Positive Learning Environments

AVUHSD Low-Income (LI) students need access to additional support that can increase their perception of self-success. LI students can experience poor educational and health outcomes, unhealthy eating habits, lower physical activity, obesity, asthma, and have often been exposed to alcohol, drug abuse, violence and trauma, which can put them at greater risk of acting out and dropping out of school, which can negatively impact their access to college and careers.

AVUHSD Foster Youth (FY) students need additional emotional and behavioral supports as they can experience deeper issues of anger, abuse and disempowerment, Post-traumatic Stress Disorder (PTSD), adjustment Disorder, Anxiety Disorders, Depression, Oppositional Defiance Disorder (ODD) and Attention Deficit Hyperactivity Disorder (ADHD) which can lead to feelings of sadness, helplessness, and hopelessness which can make it difficult for them to positively progress in school, graduate and successfully transition to independence.

AVUHSD English learner (EL) students can find it difficult to communicate from lack of oral speaking experiences which can lead to feelings of anxiety, confusion and isolation and need strong connections from caring adults to improve their sense of well-being.

District Coordinators from Student Services will coordinate services with Site Administrative Interns, Student Support Coordinators, PBIS Coordinators, and Social Workers, including additional certificated and classified support staff, to engage English learner (EL), Foster Youth (FY) and Low Income (LI) students and families with a more positive and connected learning experience by providing additional mentoring and monitoring to address social-emotional, academic and behavioral identified needs to increase a sense of well-being, security and connectedness with EL, FY and LI students and families, including proactively monitoring the school environment to positively intervene as necessary, to increase attendance, reduce suspensions and increase safety, connectedness and well-being for EL, FY and LI students and families as evidenced by climate surveys, attendance and suspension rates. To support this work, additional concentration grant funds will be utilized to increase and/or retain staffing for the following positions:

(8) Bilingual aides (these positions will serve all school sites which are over the 55% threshold)

This will be measured by increased attendance, lower suspension rates, increased student achievement, higher enrollment of targeted students in AP and Honors classes, and graduation rates.

3.11 Supplemental Interventions and Supports

AVUHSD Low Income (LI) students and Foster Youth (FY) students face barriers in their access to early learning opportunities and academic supports that can affect their perception of success, that can make it difficult for them to Complete A-G requirements and master rigorous AP classes, putting them at a disproportionate disadvantage for College and Career Readiness.

English learner (EL) students need additional literacy instruction and interventions to access core curriculum, and advanced classes successfully. LI, FY and EL students need additional academic, literacy, behavioral and social-emotional support to equitably access and succeed in College and Career opportunities in relation to their non-identified peers.

District and site certificated and classified support staff will coordinate services and provide supplemental interventions and supports that align with the following LCAP actions to further address the academic, literacy, social-emotional and behavioral needs of English learner (EL), Foster Youth (FY) and Low Income (LI) students to increase equitable outcomes for unduplicated students tied to the following LCAP actions including but not limited to:

-College trips -LCAP 1.1

-PSAT Prep-LCAP 1.2

-AP Training- LCAP 1.3

-Tutoring / Remediation- LCAP 1.4

-EL Services- LCAP 1.7 and 1.8

-Ancillary Instructional Materials- LCAP 1.12

-Professional Development and Training -LCAP 2.3

-CTE opportunities- LCAP 2.7

-Technology-LCAP 2.10

-STEM Expos- LCAP 2.11

-Additional staffing to meet the needs of targeted students- LCAP 3.8

-Parent Engagement Activities- LCAP 4.4 and 4.6

This will be measured by increased attendance, lower suspension rates, increased student achievement, higher enrollment of targeted students in AP and Honors classes, graduation rates, and increased parent engagement in school/district activities, as evidenced by the number of parents attending school functions and participating in district-wide surveys.

4.2 Qualtrics

AVUHSD Low-Income (LI) students need access to additional support that can increase their perception of self-success. LI students can experience poor educational and health outcomes, unhealthy eating habits, lower physical activity, obesity, asthma, and have often been exposed to alcohol, drug abuse, violence and trauma, which can put them at greater risk of acting out and dropping out of school, which can negatively impact their access to college and careers. LI students need frequent needs assessments to monitor their progress.

AVUHSD Foster Youth (FY) students need additional emotional and behavioral supports as they can experience deeper issues of anger, abuse and disempowerment, Post-traumatic Stress Disorder (PTSD), adjustment Disorder, Anxiety Disorders, Depression, Oppositional Defiance Disorder (ODD) and Attention Deficit Hyperactivity Disorder (ADHD) which can lead to feelings of sadness, helplessness, and hopelessness which can make it difficult for them to positively progress in school, FY needs additional monitoring and frequent needs assessment to support their needs so they can graduate and successfully transition to independence.

AVUHSD English learner (EL) students can find it difficult to communicate from lack of oral speaking experiences which can lead to feelings of anxiety, confusion and isolation and need additional monitoring and frequent needs assessment to maintain strong connections from caring adults to improve their sense of well-being.

District and site support staff will utilize a survey data/analytics platform to better communicate important information to students, parents, teachers and administration, responses can be disaggregated by teacher, subject, grade level and student group to garner feedback and conduct qualitative assessments on academic, social-emotional, behavioral and physical needs of unduplicated students from various surveys.

4.3 Parent Link

AVUHSD Low Income (LI) students need additional parental support as many LI parents are working multiple jobs and are single parents. They need increased school-home communication efforts that make it easy for them to stay informed and ensure they participate in school events.

AVUHSD Foster Youth (FY) students need stability in educational programs and placements with enhanced communication systems that provide timely and targeted information on attendance, academic progress, and social-emotional well-being, as well as timely information to ensure participation in school events.

AVUHSD English learners (EL) parents need communication in multiple formats to increase understanding so that ELs and their parents can meaningfully participate in educational programs, interventions, and enrichments.

District and Site staff will utilize the "Parent Link" system for messaging families (phone, text and email), creating a digital app and coordinating Social Media to provide information and increase access to academic, intervention, enrichment and extracurricular activities for students and families in multiple formats to increase timely and effective communication practices as evidenced by Parent Link usage reports and Parent/student surveys to raise student achievement, attendance and participation educational programs as evidenced by increased AP participation, CTE participation, EL Progress, Attendance, CCI and A-G completions rates.

4.6 Parent/Family Collaboration

AVUHSD Low Income (LI) students need additional parental support as many LI parents are working multiple jobs and are single parents. They need increased school-home communication efforts that make it easy for them to stay informed and ensure they participate in school events.

AVUHSD Foster Youth (FY) students need stability in educational programs and placements with enhanced parent communication opportunities that provide information on educational programs and opportunities to ensure participation in school events.

AVUHSD English learner (EL) parents need communication in multiple formats to increase understanding of educational programs and opportunities so that ELs and their parents can meaningfully participate in educational programs, interventions, and enrichments.

District and Site staff will increase access for parents to attend College Readiness Workshops that include FASFA applications, financial aid and scholarship information. Increased virtual and in-person parent meetings will highlight and review Educational programs and opportunities on AP, CTE AVID and Dual Enrollment options for students in order to increase LI, EL and FY participation in educational programs as evidenced by increased AP participation, CTE participation, EL Progress, Attendance, CCI and A-G completions rates on LCAP 21-22 outcomes for LI, FY and EL students.

4.7 Increase communication

AVUHSD Low Income (LI) students need additional parental support as many LI parents are working multiple jobs and are single parents. They need increased school-home communication efforts that make it easy for them to stay informed and ensure they participate in school events.

AVUHSD Foster Youth (FY) students need stability in educational programs and placements with enhanced communication systems that provide timely and targeted information on attendance, academic progress, and social-emotional well-being, as well as timely information to ensure participation in school events.

AVUHSD English learner (EL) parents need communication in multiple formats to increase understanding so that ELs and their parents can meaningfully participate in educational programs, interventions, and enrichment programs.

The Director of Communication will coordinate services with various district and site certificated and classified personnel to better engage and inform families and community partners of the schools and district by utilizing various agencies and community partnerships to attend community events such as the Poppy Festival, the AV Fair, the Community Arts Center, and Salute to Youth, to increase communication and better inform parents and students of the district's educational programs, services, interventions, enrichment and extra-curricular options to increase participation of unduplicated students in rigorous courses and programs, as evidenced by increased AP participation, CTE participation, EL Progress, Attendance, CCI and A-G completions rates.

4.8 SEL Supports

AVUHSD Low Income (LI) students need additional SEL communication as many LI families do not have access to technology such as computers. They need increased SEL communication to access services that are available to them.

AVUHSD Foster Youth (FY) students need additional SEL communication as many FY students transition to and from various foster homes. They need increased SEL communication to access services that are available to them.

AVUHSD English learner (EL) parents need additional SEL communication as many EL families do not get information in their native language. They need additional SEL communication in their home/native language.

Targeted information will be shared with students and families of LI, EL, and FY students electronically through email, digital media, etc., the district website, and via social media regarding SEL supports including but not limited to suicide prevention, academic interventions, college & career readiness, counseling support, etc. This will be evidenced by social media posts, website visits, and other means of documenting this information, such as a student survey, fewer threat assessments, increased attendance, etc.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The following Goal 1 LCAP actions for Increased and improved Services for Low Income (LI) students are being provided on an LEA-wide basis to address the needs, circumstances and conditions of Low Income students:

Additional field trips, one per semester, AP exams at reduced costs, Increased AP training and Tutoring supports, expanded virtual and in-person tutoring, increased formative assessment practices, smaller class sizes for ELA and Math support classes with revised curriculum and small group instruction provided daily, additional professional development for teachers emphasizing formative assessment practices and differentiated instructional strategies, increased credit retrieval options offered on Saturdays, enhanced data systems that include proactive monitoring and goal setting features, increased ancillary instructional materials for use in school and at home, new writing curriculum and professional development that better aligns with ELA and College Readiness Anchor standards.

The following Goal 1 LCAP actions for Increased and improved Services for Foster Youth (FY) students are being provided on an LEA-wide basis to address the needs, circumstances and conditions of Foster Youth students:

Additional field trips, one per semester, supports, expanded virtual and in-person tutoring, increased formative assessment practices, smaller class sizes for ELA and Math support classes with revised curriculum and small group instruction provided daily, additional professional development for teachers emphasizing formative assessment practices and differentiated instructional strategies, increased credit retrieval options offered on Saturdays, enhanced data systems that include proactive monitoring and goal setting features, increased ancillary instructional materials for use in school and at home, new writing curriculum and professional development that better aligns with ELA and College Readiness Anchor standards.

The following Goal 1 LCAP actions for Increased and improved Services for English learner (EL) students are being provided on an LEA-wide basis to address the needs, circumstances and conditions of English learner students:

Additional field trips, one per semester, AP exams at reduced costs, Increased AP training and Tutoring supports, expanded virtual and in-person tutoring, increased formative assessment practices, smaller class sizes for ELA and Math support classes with revised curriculum and small group instruction provided daily, additional professional development for teachers emphasizing formative assessment practices and differentiated instructional strategies, increased credit retrieval options offered on Saturdays, enhanced data systems that include proactive monitoring and goal setting features, increased ancillary instructional materials for use in

school and at home, new writing curriculum and professional development that better aligns with ELA and College Readiness Anchor standards.

The following Goal 1 LCAP actions for increased and improved services for English learner (EL) students are being offered on a limited basis to address the needs, circumstances and conditions of English learner students:

EL Program Implementation-Increased support through additional EL site and district support staff to test, place and monitor ELs more effectively and provide targeted professional development for EL program implementation including differentiated instructional strategies by ELPAC level for designated and integrated ELD teachers. EL Reclassification, Support and Monitoring- Additional district teachers on special assignment (TOSA)s, to provide professional development on the utilization of Ellevation, to increase monitoring supports, identify EL students for interventions and provide differentiated instructional strategies to teachers.

The following Goal 2 LCAP action for increased and improved services is being offered on a limited basis to address the needs, circumstances and conditions of Low Income students:

AP Placement/AP Exam and AP Tutoring- LI students will receive AP exams at reduced costs and have increased access to AP tutoring and supplemental AP instructional supplies for use at school and home.

The following Goal 2 LCAP actions for Increased and improved Services for Low Income (LI) students are being provided on an LEA-wide basis to address the needs, circumstances and conditions of Low Income students:

Enhanced counseling services, including additional counselors and support personnel to increase monitoring and ensure equitable access to educational programs and interventions, enhanced professional development to develop subject matter expertise, Targeted AVTI Mentoring and Supports to provide differentiated instructional strategies, formative assessment techniques and monitoring supports, increased and enhanced classroom walk-throughs, reduced cost AP exams, increased access to CTE programs and pathways, increased access to the AVID elective, improved supports for successful transitions to 9th grade, increased and enhanced technology, increased STEM opportunities, increased access to dual-enrollment and work-based learning opportunities, increased enrichment options through virtual platforms and 7th period days, enhanced 21st century learning environments, and increased support and professional development for teachers to implement Next Generation Science Standards.

The following Goal 2 LCAP actions for Increased and improved Services for Foster Youth (FY) students are being provided on an LEA-wide basis to address the needs, circumstances and conditions of Foster Youth students:

Enhanced counseling services, including additional counselors and support personnel to increase monitoring and ensure equitable access to educational programs and interventions, enhanced professional development to develop subject matter expertise, Targeted AVTI Mentoring and Supports to provide differentiated instructional strategies, formative assessment techniques and monitoring supports, enhanced classroom walk-throughs, increased access to CTE programs and pathways, increased access to the AVID elective, improved supports for successful transitions to 9th grade, increased and enhanced technology, increased STEM opportunities, Increased access to dual-enrollment and work-based learning opportunities, increased enrichment options through virtual platforms and 7th period days, enhanced 21st century learning environments, and increased support and professional development for teachers to implement Next Generation Science Standards.

The following Goal 2 LCAP actions for Increased and improved Services for English learner (EL) students are being provided on an LEA-wide basis to address the needs, circumstances and conditions of English learner students:

Enhanced counseling services, including additional counselors and support personnel to increase monitoring and ensure equitable access to educational programs and interventions, enhanced professional development to develop subject matter expertise, Targeted AVTI Mentoring and Supports to provide differentiated instructional strategies, formative assessment techniques and monitoring supports, increased and enhanced classroom walk-throughs, increased access to CTE programs and pathways, increased access to the AVID elective, improved supports for successful transitions to 9th grade, increased and enhanced technology, increased STEM opportunities, Increased access to dual-enrollment and work-based learning opportunities, increased enrichment options through virtual platforms and 7th period days, enhanced 21st century learning environments, and increased support and professional development for teachers to implement Next Generation Science Standards.

The following Goal 3 LCAP actions for Increased and improved Services for Low Income (LI) students are being provided on an LEA-wide basis to address the needs, circumstances and conditions of Low Income students:

Enhanced district support to Recruit and Retain highly experienced teachers, increased district personnel and systems to increase and monitor attendance more effectively, increased tiered supports in Student Support Centers, enhanced implementation of PBIS, increased professional development for classified personnel to increase understanding of educational programs, improved and increased Safe, Secure and Positive learning environments, and increased Supplemental Interventions and Supports.

The following Goal 3 LCAP actions offered on a limited basis to Low Income Students:
Increased transportation and enhanced diversity training.

The following Goal 3 LCAP actions for Increased and improved Services for Foster Youth (FY) students are being provided on an LEA-wide basis to address the needs, circumstances and conditions of Foster Youth students:

Enhanced district support to Recruit and Retain highly experienced teachers, increased district personnel and systems to increase and monitor attendance more effectively, increased tiered supports in Student Support Centers, enhanced implementation of PBIS, increased professional development for classified personnel to increase understanding of educational programs, increased and improved Safe, Secure and Positive learning environments, and increased Supplemental Interventions and Supports.

The following Goal 3 LCAP actions offered on a limited basis to Foster Youth Students:
Increased transportation, enhanced diversity training for staff to understand diverse populations and Independent City annual event to prepare for successful transition to adulthood.

The following Goal 3 LCAP actions for Increased and improved Services for English learner (EL) students are being provided on an LEA-wide basis to address the needs, circumstances and conditions of English learner students:

Enhanced district support to Recruit and Retain highly experienced teachers, increased district personnel and systems to increase and monitor attendance more effectively, increased tiered supports in Student Support Centers, enhanced implementation of PBIS, increased professional development for classified personnel to increase understanding of educational programs, increased and improved Safe, Secure and Positive learning environments, and increased Supplemental Interventions and Supports.

The following Goal 4 LCAP actions for Increased and improved Services for Low Income (LI) students are being provided on an LEA-wide basis to address the needs, circumstances and conditions of Low Income students:

Increased district and support staff to utilize enhanced data/analytics platforms-Qualtrics, increased enhancement and usage of district apps-"Parent Link," Increased parent and family collaboration opportunities, and increased communication of educational programs, interventions and opportunities.

Increased information will be shared with students, families, and educational partners electronically through email, digital media, etc., the district website, and via social media regarding SEL supports including but not limited to suicide prevention, academic interventions, college & career readiness, counseling support, etc.

The following Goal 4 LCAP actions for Increased and improved Services for Foster Youth (FY) students are being provided on an LEA-wide basis to address the needs, circumstances and conditions of Foster Youth students:

Increased district and support staff to utilize enhanced data/analytics platforms-Qualtrics, increased enhancement and usage of district apps-"Parent Link," Increased parent and family collaboration opportunities, and increased communication of educational programs, interventions and opportunities.

Increased information will be shared with students, families, and educational partners electronically through email, digital media, etc., the district website, and via social media regarding SEL supports including but not limited to suicide prevention, academic interventions, college & career readiness, counseling support, etc.

The following Goal 4 LCAP actions for Increased and improved Services for English learners (EL) students are being provided on an LEA-wide basis to address the needs, circumstances and conditions of English learners students:

Increased district and support staff to utilize enhanced data/analytics platforms-Qualtrics, increased enhancement and usage of district apps-"Parent Link," Increased parent and family collaboration opportunities, and increased communication of educational programs, interventions and opportunities.

Increased information will be shared with students, families, and educational partners electronically through email, digital media, etc., the district website, and via social media regarding SEL supports including but not limited to suicide prevention, academic interventions, college & career readiness, counseling support, etc.

The following Goal 4 LCAP actions are being offered on a limited basis to English learners:

Increased and enhanced EL parent workshops, "Disciplina Positiva," Professional Development & Training for staff and parents (e.g. CABE), and Increased communication for EL parents on instructional programs, interventions and opportunities through a Spanish radio station-Cafe Con Leche-radio.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

AVUHSD will be using additional concentration grant add-on funding received, to increase or retain the number of certificated and classified staff who provide direct services to students on school campuses, including custodial and maintenance staff. All of the school sites (with the exception of Quartz Hill and SOAR H.S.) have enrollment of students who are low-income, English Learners, and/or Foster Youth at a rate greater than 55 percent.

Summary of Staffing plans:

Certificated Personnel: \$2,933,984.25

Classified Personnel: \$977,994.75

LCAP Goal 2.02 Enhanced Counseling and Student Support Services

Additional Counselors, Social Workers, and various other classified support staff will be provided to ensure that students have multiple opportunities for academic, collegiate, professional and personal growth. In addition, they will utilize enhanced database systems to provide proactive counseling services to identified students so they can receive additional tiered supports to address their social-emotional, behavioral and physical well-being, as well as other tiered supports to ensure equitable access to academic, collegiate, professional and personal growth. The increase in this action will empower each site to implement a more responsive Multi-Tiered, Multi-Dimensional System of Support that is proactive in meeting the Academic, College and Career, Social/Emotional, Behavioral and Physical needs of our unduplicated students. This includes the addition of four full-time Social Workers who will better address the Tier 3 levels of support needed by identified students in order for them to have equitable access to meaningfully participate and feel connected to the district's rigorous curriculum, educational programs, and services relative to their peers who are not identified as LI, FY or ELs. To support this work, additional concentration grant funds will be utilized to increase and/or retain staffing for the following positions:

(2) Counselors (Eastside H.S. & Alt. Sites)

(5) Social Workers

School Psychologist

Coord. of Psychological Services

Coord. of Guidance Services

*These positions will be shared amongst and will serve all school sites (which are over the 55% threshold) on a rotating basis. Each social worker will cover 2 sites.

LCAP Goal 3.08 PBIS Implementation

The Coordinator of Student Services as well as the Coordinator of Behavioral Interventions will coordinate services with site PBIS Coordinators and various other support personnel to provide positive behavioral interventions and supports (PBIS) to identified Tier 2 & 3 students with social/emotional needs through a Multi-Tiered Systems of Support (MTSS) framework that includes support for social-emotional learning through Habitudes curriculum to increase student-well-being and decrease suspension rates. To support this work, additional concentration grant funds will be utilized to increase and/or retain staffing for the following positions:

Coord. of Student Support Services

Coord. of Behavioral Interventions

(2) Secretary 1

*These positions will be shared amongst and will serve all school sites (which are over the 55% threshold) on a rotating basis.

LCAP Goal 3.10 Safe, Secure and Positive Learning Environments

The Director of Equity, along with the School Safety Coordinator, will coordinate services with site administrative Interns and PBIS Coordinators, including additional certificated and classified support staff, to provide students, staff and families with a more positive, safe and secure learning environment by increasing visibility, building positive relationships with students, staff and families, and proactively monitoring the school environment to positively intervene as necessary, to reduce suspensions and increase a sense of safety and well-being for students, staff and families. To support this work, additional concentration grant funds will be utilized to increase and/or retain staffing for the following positions:

(7) Bilingual Aides

*These positions will serve all school sites that are over the 55% threshold.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Quartz Hill & SOAR High Schools: 1:34	AVUHSD (w/ the exception of Quartz Hill & SOAR High Schools): 1:24
Staff-to-student ratio of certificated staff providing direct services to students	Quartz Hill & SOAR High Schools: 1:27	AVUHSD (w/ the exception of Quartz Hill & SOAR High Schools): 1:25

Action Tables

2022-2023 Total Planned Expenditures Table

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$259,581,082.00	\$0.00	\$223,623,600.00	\$1,115,058.00	\$262,932,376.00	\$209,325,816.00	\$53,606,560.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Student Field Trips	Low Income, Foster Youth, English learner (EL)	\$144,249.00	\$0.00	\$0.00	\$0.00	\$144,249.00
1	2	College Readiness Exams	English learner (EL), Foster Youth, Low Income	\$442,453.00	\$0.00	\$0.00	\$0.00	\$442,453.00
1	3	AP Training and Tutoring	Foster Youth, English learner (EL), Low Income	\$399,713.00	\$0.00	\$0.00	\$0.00	\$399,713.00
1	4	Expanded Learning Opportunities	Low Income, Foster Youth, English learner (EL)	\$273,285.00	\$0.00	\$0.00	\$0.00	\$273,285.00
1	5	Formative Assessment	Foster Youth, English learner (EL), Low Income	\$397,628.00	\$0.00	\$0.00	\$0.00	\$397,628.00
1	6	ELA and Math Supports	Foster Youth, Low Income, English learner (EL)	\$178,801.00	\$0.00	\$0.00	\$0.00	\$178,801.00
1	7	EL Program Implementation	English learner (EL)	\$1,222,692.00	\$0.00	\$0.00	\$335,899.00	\$1,558,591.00
1	8	EL Reclassification Support and Monitoring	English learner (EL)	\$560,980.00	\$0.00	\$0.00	\$0.00	\$560,980.00
1	9	Student-Free Professional Development Days	Low Income, Foster Youth, English learner (EL)	\$1,788,721.00	\$0.00	\$0.00	\$0.00	\$1,788,721.00
1	10	Variable Credit Recovery	Low Income, English learner (EL), Foster	\$952,690.00	\$0.00	\$0.00	\$0.00	\$952,690.00

			Youth					
1	11	Enhanced Data Systems	Low Income, English learner (EL), Foster Youth	\$668,573.00	\$0.00	\$0.00	\$0.00	\$668,573.00
1	12	Ancillary Instructional Materials	English learner (EL), Low Income, Foster Youth	\$1,536,000.00	\$0.00	\$0.00	\$0.00	\$1,536,000.00
1	13	Focus on Writing	Foster Youth, Low Income, English learner (EL)	\$64,280.00	\$0.00	\$0.00	\$0.00	\$64,280.00
2	1	School Counselors	All	\$2,895,525.00	\$0.00	\$0.00	\$0.00	\$2,895,525.00
2	2	Enhanced Counseling & Student Support Services	Low Income, English learner (EL), Foster Youth	\$9,459,160.00	\$0.00	\$0.00	\$0.00	\$9,459,160.00
2	3	Professional Development	Low Income, English learner (EL), Foster Youth	\$946,307.00	\$0.00	\$0.00	\$327,560.00	\$1,273,867.00
2	4	Targeted AVTI Mentoring and Supports	English learner (EL), Foster Youth, Low Income	\$676,801.00	\$0.00	\$0.00	\$0.00	\$676,801.00
2	5	Classroom Walkthroughs	Low Income, Foster Youth, English learner (EL)	\$23,970.00	\$0.00	\$0.00	\$0.00	\$23,970.00
2	6	AP Placement/Exams/Tutoring	Low Income	\$488,867.00	\$0.00	\$0.00	\$0.00	\$488,867.00
2	7	Career Technical Education (CTE) opportunities	Low Income, Foster Youth, English learner (EL)	\$1,349,617.00	\$0.00	\$2,236,236.00	\$0.00	\$3,585,853.00
2	8	AVID Elective	Low Income, English learner (EL), Foster Youth	\$2,746,601.00	\$0.00	\$0.00	\$0.00	\$2,746,601.00
2	9	AVID Health Survey/Transition	English learner (EL), Foster Youth, Low Income	\$70,453.00	\$0.00	\$0.00	\$96,180.00	\$166,633.00
2	10	Technology	Low Income, Foster Youth, English learner (EL)	\$2,302,438.00	\$0.00	\$0.00	\$0.00	\$2,302,438.00

2	11	STEM Support	English learner (EL), Foster Youth, Low Income	\$43,918.00	\$0.00	\$0.00	\$0.00	\$43,918.00
2	12	Dual Enrollment/Internships	Low Income, English learner (EL), Foster Youth	\$248,876.00	\$0.00	\$0.00	\$0.00	\$248,876.00
2	13	Enrichment Options	Low Income	\$508,298.00	\$0.00	\$0.00	\$0.00	\$508,298.00
2	14	21st Century Learning Environments	Foster Youth, English learner (EL), Low Income	\$1,769,093.00	\$0.00	\$0.00	\$355,419.00	\$2,124,512.00
2	15	NGSS Supports	Low Income, English learner (EL), Foster Youth	\$6,798.00	\$0.00	\$0.00	\$0.00	\$6,798.00
3	1	Access to Standards-Aligned Instructional Materials	All	\$4,898,785.00	\$0.00	\$0.00	\$0.00	\$4,898,785.00
3	2	Facilities in "Good" Repair	All	\$37,481,113.00	\$0.00	\$0.00	\$0.00	\$37,481,113.00
3	3	Fully Credentialed and Appropriately Assigned Teachers	All	\$92,319,175.00	\$0.00	\$0.00	\$0.00	\$92,319,175.00
3	4	CTE Programs	All	\$7,325,953.00	\$0.00	\$0.00	\$0.00	\$7,325,953.00
3	5	Recruit and Retain Teachers	Foster Youth, English learner (EL), Low Income	\$560,120.00	\$0.00	\$0.00	\$0.00	\$560,120.00
3	6	Improve Attendance	Low Income, English learner (EL), Foster Youth	\$1,699,859.00	\$0.00	\$0.00	\$0.00	\$1,699,859.00
3	7	Student Support Centers	Low Income, Foster Youth, English learner (EL)	\$2,090,252.00	\$0.00	\$0.00	\$0.00	\$2,090,252.00
3	8	Implement PBIS	English learner (EL), Low Income, Foster Youth	\$783,120.00	\$0.00	\$0.00	\$0.00	\$783,120.00
3	9	Classified Professional Development	Foster Youth, English learner (EL), Low Income	\$232,930.00	\$0.00	\$0.00	\$0.00	\$232,930.00
3	10	Safe, Secure and Positive Learning Environments	Low Income, English learner (EL), Foster	\$4,597,617.00	\$0.00	\$0.00	\$0.00	\$4,597,617.00

			Youth					
3	11	Supplemental Interventions and Supports	English learner (EL), Foster Youth, Low Income	\$3,366,554.00	\$0.00	\$0.00	\$0.00	\$3,366,554.00
3	12	Transportation	Low Income, Foster Youth	\$4,778,328.00	\$0.00	\$0.00	\$0.00	\$4,778,328.00
3	13	Independent City	Foster Youth	\$50,000.00	\$0.00	\$0.00	\$0.00	\$50,000.00
3	14	Diversity Training	Foster Youth, Low Income	\$246,391.00	\$0.00	\$0.00	\$0.00	\$246,391.00
4	1	PowerSchool	All	\$338,000.00	\$0.00	\$0.00	\$0.00	\$338,000.00
4	2	Qualtrics	English learner (EL), Low Income, Foster Youth	\$125,000.00	\$0.00	\$0.00	\$0.00	\$125,000.00
4	3	Parent Link	Foster Youth, English learner (EL), Low Income	\$64,900.00	\$0.00	\$0.00	\$0.00	\$64,900.00
4	4	EL Parent Workshops	English learner (EL)	\$1,392,923.00	\$0.00	\$0.00	\$0.00	\$1,392,923.00
4	5	Cafe Con Leche	English learner (EL)	\$46,500.00	\$0.00	\$0.00	\$0.00	\$46,500.00
4	6	Parent/Family Collaboration	English learner (EL), Low Income, Foster Youth	\$464,998.00	\$0.00	\$0.00	\$0.00	\$464,998.00
4	7	Increase Communication	Low Income, Foster Youth, English learner (EL)	\$659,254.00	\$0.00	\$0.00	\$0.00	\$659,254.00
4	8	SEL Supports	Low Income, Foster Youth, English learner (EL)	\$300,000.00	\$0.00	\$0.00	\$0.00	\$300,000.00
5	1	Access to Least Restrictive Environment	Student with Disabilities (SWD)	\$28,068,754.00	\$0.00	\$0.00	\$0.00	\$28,068,754.00
5	2	Increased Academic Support	Student with Disabilities (SWD)	\$10,223,766.00	\$0.00	\$0.00	\$0.00	\$10,223,766.00
5	3	SPED Staff Support	Student with Disabilities (SWD)	\$9,356,251.00	\$0.00	\$0.00	\$0.00	\$9,356,251.00
5	4	Community Involvement	Student with Disabilities (SWD)	\$3,468,750.00	\$0.00	\$0.00	\$0.00	\$3,468,750.00
5	5	Suspension Rate	Student with	\$6,237,501.00	\$0.00	\$0.00	\$0.00	\$6,237,501.00

			Disabilities (SWD)					
5	6	ELA and Math Proficiency	Student with Disabilities (SWD)	\$6,237,501.00	\$0.00	\$0.00	\$0.00	\$6,237,501.00

2022-2023 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover – Percentage (Percentage from prior year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4.Total Planned Contributing Expenditures (LCFF Funds)	5.Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$208,851,074.00	\$43,104,774.00	20.64%	3.64%	24.28%	\$50,730,008.00	0.00%	24.29%	Total:	\$50,730,008.00
								LEA-wide Total:	\$41,943,327.00
								Limited Total:	\$8,786,681.00
								Schoolwide Total:	\$0.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions(LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Student Field Trips	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$144,249.00	0.00%
1	2	College Readiness Exams	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	Specific Grade Spans,10-11	\$442,453.00	0.00%
1	3	AP Training and Tutoring	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	\$399,713.00	0.00%
1	4	Expanded Learning Opportunities	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$273,285.00	0.00%
1	5	Formative Assessment	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	\$397,628.00	0.00%
1	6	ELA and Math Supports	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	\$178,801.00	0.00%
1	7	EL Program Implementation	Yes	Limited	English learner (EL)	All Schools	\$1,222,692.00	0.00%
1	8	EL Reclassification Support and Monitoring	Yes	Limited	English learner (EL)	All Schools	\$560,980.00	0.00%

1	9	Student-Free Professional Development Days	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$1,788,721.00	0.00%
1	10	Variable Credit Recovery	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	Specific Schools,Alt. Sites	\$952,690.00	0.00%
1	11	Enhanced Data Systems	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	\$668,573.00	0.00%
1	12	Ancillary Instructional Materials	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	\$1,536,000.00	0.00%
1	13	Focus on Writing	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	\$64,280.00	0.00%
2	2	Enhanced Counseling & Student Support Services	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	\$9,459,160.00	0.00%
2	3	Professional Development	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	\$946,307.00	0.00%
2	4	Targeted AVTI Mentoring and Supports	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$676,801.00	0.00%
2	5	Classroom Walkthroughs	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$23,970.00	0.00%
2	6	AP Placement/Exams/Tutoring	Yes	Limited	Low Income	All Schools	\$488,867.00	0.00%
2	7	Career Technical Education (CTE) opportunities	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$1,349,617.00	0.00%
2	8	AVID Elective	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	\$2,746,601.00	0.00%
2	9	AVID Health Survey/Transition	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	Specific Grade Spans,9th Grade	\$70,453.00	0.00%
2	10	Technology	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$2,302,438.00	0.00%
2	11	STEM Support	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$43,918.00	0.00%
2	12	Dual Enrollment/Internships	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	\$248,876.00	0.00%
2	13	Enrichment Options	Yes	LEA-wide	Low Income	All Schools	\$508,298.00	0.00%
2	14	21st Century Learning Environments	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	\$1,769,093.00	0.00%
2	15	NGSS Supports	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	\$6,798.00	0.00%

3	5	Recruit and Retain Teachers	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	\$560,120.00	0.00%
3	6	Improve Attendance	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	\$1,699,859.00	0.00%
3	7	Student Support Centers	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$2,090,252.00	0.00%
3	8	Implement PBIS	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	\$783,120.00	0.00%
3	9	Classified Professional Development	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	\$232,930.00	0.00%
3	10	Safe, Secure and Positive Learning Environments	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	\$4,597,617.00	0.00%
3	11	Supplemental Interventions and Supports	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$3,366,554.00	0.00%
3	12	Transportation	Yes	Limited	Low Income, Foster Youth	All Schools	\$4,778,328.00	0.00%
3	13	Independent City	Yes	Limited	Foster Youth	All Schools	\$50,000.00	0.00%
3	14	Diversity Training	Yes	Limited	Foster Youth, Low Income	All Schools	\$246,391.00	0.00%
4	2	Qualtrics	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	\$125,000.00	0.00%
4	3	Parent Link	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	\$64,900.00	0.00%
4	4	EL Parent Workshops	Yes	Limited	English learner (EL)	All Schools	\$1,392,923.00	0.00%
4	5	Cafe Con Leche	Yes	Limited	English learner (EL)	All Schools	\$46,500.00	0.00%
4	6	Parent/Family Collaboration	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	\$464,998.00	0.00%
4	7	Increase Communication	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$659,254.00	0.00%
4	8	SEL Supports	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$300,000.00	0.00%

2021-2022 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$253,562,658.00	\$239,715,291.00

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Student Field Trips	Yes	\$53,441.00	\$10,129.00
1	2	College Readiness Exams	Yes	\$436,271.00	\$348,391.00
1	3	AP Training and Tutoring	Yes	\$313,554.00	\$57,269.00
1	4	Expanded Learning Opportunities	Yes	\$347,820.00	\$131,587.00
1	5	Formative Assessment	Yes	\$806,894.00	\$312,794.00
1	6	ELA and Math Supports	Yes	\$268,675.00	\$26,882.00
1	7	EL Program Implementation	Yes	\$1,273,073.00	\$1,500,623.00
1	8	EL Reclassification Support and Monitoring	Yes	\$821,104.00	\$589,034.00
1	9	Student-Free Professional Development Days	Yes	\$1,414,242.00	\$2,212.00
1	10	Variable Credit Recovery	Yes	\$2,287,647.00	\$1,954,605.00
1	11	Enhanced Data Systems	Yes	\$334,625.00	\$320,497.00
1	12	Ancillary Instructional Materials	Yes	\$1,099,000.00	\$964,555.00
1	13	Focus on Writing	Yes	\$133,011.00	\$21,736.00
2	1	School Counselors	No	\$2,748,058.00	\$3,030,691.00
2	2	Enhanced Counseling Services	Yes	\$8,042,979.00	\$8,595,078.00
2	3	Professional Development	Yes	\$1,817,163.00	\$1,282,015.00
2	4	Targeted AVTI Mentoring and Supports	Yes	\$837,909.00	\$652,023.00
2	5	Classroom Walkthroughs	Yes	\$47,940.00	\$0.00
2	6	AP	Yes	\$723,151.00	\$213,638.00

		Placement/Exams/Tutoring			
2	7	Career Technical Education (CTE) opportunities	Yes	\$3,827,720.00	\$3,561,267.00
2	8	AVID Elective	Yes	\$2,437,701.00	\$2,458,251.00
2	9	AVID Health Survey/Transition	Yes	\$149,292.00	\$151,593.00
2	10	Technology	Yes	\$2,708,675.00	\$377,448.00
2	11	STEM Support	Yes	\$51,855.00	\$2,126.00
2	12	Dual Enrollment/Internships	Yes	\$226,356.00	\$151,616.00
2	13	Enrichment Options	Yes	\$860,236.00	\$392,874.00
2	14	21st Century Learning Environments	Yes	\$2,064,069.00	\$2,143,492.00
2	15	NGSS Supports	Yes	\$119,450.00	\$885.00
3	1	Access to Standards-Aligned Instructional Materials	No	\$3,552,466.00	\$4,440,795.00
3	2	Facilities in "Good" Repair	No	\$33,966,560.00	\$31,330,154.00
3	3	Fully Credentialed and Appropriately Assigned Teachers	No	\$101,014,083.00	\$92,530,157.00
3	4	Special Education	No	\$61,198,756.00	\$61,776,006.00
3	5	CTE Programs	No	\$4,784,515.00	\$5,353,953.00
3	6	Recruit and Retain Teachers	Yes	\$210,826.00	\$202,321.00
3	7	Improve Attendance	Yes	\$1,153,847.00	\$1,310,140.00
3	8	Student Support Centers	Yes	\$564,174.00	\$1,410,512.00
3	9	Implement PBIS	Yes	\$50,887.00	\$510,460.00
3	10	Classified Professional Development	Yes	\$131,638.00	\$86,819.00
3	11	Safe, Secure and Positive Learning Environments	Yes	\$3,712,203.00	\$5,027,720.00
3	12	Supplemental Interventions and Supports	Yes	\$3,484,872.00	\$3,264,230.00
3	13	Transportation	Yes	\$2,163,888.00	\$2,415,473.00
3	14	Independent City	Yes	\$18,000.00	\$13,797.00
3	15	Diversity Training	Yes	\$84,123.00	\$89,691.00
4	1	PowerSchool	No	\$208,459.00	\$248,838.00
4	2	Qualtrics	Yes	\$108,125.00	\$106,375.00

4	3	Parent Link	Yes	\$64,900.00	\$33,990.00
4	4	EL Parent Workshops	Yes	\$147,201.00	\$54,820.00
4	5	Cafe Con Leche	Yes	\$46,500.00	\$12,366.00
4	6	Parent/Family Collaboration	Yes	\$355,473.00	\$52,225.00
4	7	Increase Communication	Yes	\$289,251.00	\$191,138.00

2021-2022 Contributing Actions Annual Update Table

6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount):	4.Total Planned Contributing Expenditures (LCFF Funds)	7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5.Total Planned Percentage of Improved Services (%)	8.Total Estimated Actual Percentage of Improved Services(%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$44,051,697.00	\$42,570,718.00	\$36,874,371.00	\$5,696,347.00	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions(Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services(Input Percentage)
1	1	Student Field Trips	Yes	\$53,441.00	\$10,129.00	0.00%	0.00%
1	2	College Readiness Exams	Yes	\$436,271.00	\$348,391.00	0.00%	0.00%
1	3	AP Training and Tutoring	Yes	\$313,554.00	\$57,269.00	0.00%	0.00%
1	4	Expanded Learning Opportunities	Yes	\$347,820.00	\$131,587.00	0.00%	0.00%
1	5	Formative Assessment	Yes	\$806,894.00	\$312,794.00	0.00%	0.00%
1	6	ELA and Math Supports	Yes	\$268,675.00	\$26,882.00	0.00%	0.00%
1	7	EL Program Implementation	Yes	\$1,036,071.00	\$1,264,862.00	0.00%	0.00%
1	8	EL Reclassification Support and Monitoring	Yes	\$821,104.00	\$589,034.00	0.00%	0.00%
1	9	Student-Free Professional Development Days	Yes	\$1,414,242.00	\$2,212.00	0.00%	0.00%
1	10	Variable Credit Recovery	Yes	\$2,287,647.00	\$1,954,605.00	0.00%	0.00%
1	11	Enhanced Data Systems	Yes	\$334,625.00	\$320,497.00	0.00%	0.00%
1	12	Ancillary Instructional Materials	Yes	\$1,099,000.00	\$964,555.00	0.00%	0.00%
1	13	Focus on Writing	Yes	\$133,011.00	\$21,736.00	0.00%	0.00%

2	2	Enhanced Counseling Services	Yes	\$8,042,979.00	\$8,595,078.00	0.00%	0.00%
2	3	Professional Development	Yes	\$1,522,570.00	\$984,085.00	0.00%	0.00%
2	4	Targeted AVTI Mentoring and Supports	Yes	\$837,909.00	\$652,023.00	0.00%	0.00%
2	5	Classroom Walkthroughs	Yes	\$47,940.00	\$0.00	0.00%	0.00%
2	6	AP Placement/Exams/Tutoring	Yes	\$723,151.00	\$213,638.00	0.00%	0.00%
2	7	Career Technical Education (CTE) opportunities	Yes	\$1,285,266.00	\$487,514.00	0.00%	0.00%
2	8	AVID Elective	Yes	\$2,437,701.00	\$2,458,251.00	0.00%	0.00%
2	9	AVID Health Survey/Transition	Yes	\$59,717.00	\$60,510.00	0.00%	0.00%
2	10	Technology	Yes	\$2,708,675.00	\$377,448.00	0.00%	0.00%
2	11	STEM Support	Yes	\$51,855.00	\$2,126.00	0.00%	0.00%
2	12	Dual Enrollment/Internships	Yes	\$226,356.00	\$151,616.00	0.00%	0.00%
2	13	Enrichment Options	Yes	\$860,236.00	\$392,874.00	0.00%	0.00%
2	14	21st Century Learning Environments	Yes	\$1,708,650.00	\$1,711,693.00	0.00%	0.00%
2	15	NGSS Supports	Yes	\$119,450.00	\$885.00	0.00%	0.00%
3	6	Recruit and Retain Teachers	Yes	\$210,826.00	\$202,321.00	0.00%	0.00%
3	7	Improve Attendance	Yes	\$1,153,847.00	\$1,310,140.00	0.00%	0.00%
3	8	Student Support Centers	Yes	\$564,174.00	\$1,410,512.00	0.00%	0.00%
3	9	Implement PBIS	Yes	\$50,887.00	\$510,460.00	0.00%	0.00%
3	10	Classified Professional Development	Yes	\$131,638.00	\$86,819.00	0.00%	0.00%
3	11	Safe, Secure and Positive Learning Environments	Yes	\$3,712,203.00	\$5,027,720.00	0.00%	0.00%
3	12	Supplemental Interventions and Supports	Yes	\$3,484,872.00	\$3,264,230.00	0.00%	0.00%
3	13	Transportation	Yes	\$2,163,888.00	\$2,415,473.00	0.00%	0.00%
3	14	Independent City	Yes	\$18,000.00	\$13,797.00	0.00%	0.00%
3	15	Diversity Training	Yes	\$84,123.00	\$89,691.00	0.00%	0.00%
4	2	Qualtrics	Yes	\$108,125.00	\$106,375.00	0.00%	0.00%
4	3	Parent Link	Yes	\$64,900.00	\$33,990.00	0.00%	0.00%
4	4	EL Parent Workshops	Yes	\$147,201.00	\$54,820.00	0.00%	0.00%

4	5	Cafe Con Leche	Yes	\$46,500.00	\$12,366.00	0.00%	0.00%
4	6	Parent/Family Collaboration	Yes	\$355,473.00	\$52,225.00	0.00%	0.00%
4	7	Increase Communication	Yes	\$289,251.00	\$191,138.00	0.00%	0.00%

2021-2022 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover – Percentage (Percentage from prior year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services(%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover – Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover – Percentage (12 divided by 9)
\$197,259,189.00	\$44,051,697.00	0.00%	22.33%	\$36,874,371.00	0.00%	18.69%	\$7,180,234.48	3.64%

Federal Funds Detail Report

Totals:	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds
Totals	\$591,831.00	\$179,117.00	\$335,899.00	\$8,211.00	\$0.00	\$0.00

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
1	1	Student Field Trips	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$144,249.00
1	2	College Readiness Exams	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$442,453.00
1	3	AP Training and Tutoring	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$399,713.00
1	4	Expanded Learning Opportunities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$273,285.00
1	5	Formative Assessment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$397,628.00
1	6	ELA and Math Supports	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$178,801.00

1	7	EL Program Implementation	\$0.00	\$0.00	\$335,899.00	\$0.00	\$0.00	\$0.00	\$1,558,591.00
1	8	EL Reclassification Support and Monitoring	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$560,980.00
1	9	Student-Free Professional Development Days	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,788,721.00
1	10	Variable Credit Recovery	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$952,690.00
1	11	Enhanced Data Systems	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$668,573.00
1	12	Ancillary Instructional Materials	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,536,000.00
1	13	Focus on Writing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$64,280.00
2	1	School Counselors	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,895,525.00
2	2	Enhanced Counseling & Student Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$9,459,160.00
2	3	Professional Development	\$166,810.00	\$160,750.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,273,867.00
2	4	Targeted AVTI Mentoring and Supports	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$676,801.00
2	5	Classroom Walkthroughs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$23,970.00
2	6	AP Placement/Exams/Tutoring	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$488,867.00
2	7	Career Technical	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$3,585,853.00

		Education (CTE) opportunities							
2	8	AVID Elective		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,746,601.00
2	9	AVID Health Survey/Transition	\$96,180.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$166,633.00
2	10	Technology	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,302,438.00
2	11	STEM Support	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$43,918.00
2	12	Dual Enrollment/Internships	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$248,876.00
2	13	Enrichment Options	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$508,298.00
2	14	21st Century Learning Environments	\$328,841.00	\$18,367.00	\$0.00	\$8,211.00	\$0.00	\$0.00	\$2,124,512.00
2	15	NGSS Supports	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$6,798.00
3	1	Access to Standards-Aligned Instructional Materials	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$4,898,785.00
3	2	Facilities in "Good" Repair	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$37,481,113.00
3	3	Fully Credentialed and Appropriately Assigned Teachers	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$92,319,175.00
3	4	CTE Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$7,325,953.00
3	5	Recruit and Retain Teachers	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$560,120.00
3	6	Improve Attendance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,699,859.00

3	7	Student Support Centers	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,090,252.00
3	8	Implement PBIS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$783,120.00
3	9	Classified Professional Development	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$232,930.00
3	10	Safe, Secure and Positive Learning Environments	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$4,597,617.00
3	11	Supplemental Interventions and Supports	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$3,366,554.00
3	12	Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$4,778,328.00
3	13	Independent City	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$50,000.00
3	14	Diversity Training	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$246,391.00
4	1	PowerSchool	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$338,000.00
4	2	Qualtrics	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$125,000.00
4	3	Parent Link	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$64,900.00
4	4	EL Parent Workshops	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,392,923.00
4	5	Cafe Con Leche	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$46,500.00
4	6	Parent/Family Collaboration	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$464,998.00
4	7	Increase Communication	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$659,254.00

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fq/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the “All Students” student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fq/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs

may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000.

Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

- Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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